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ABSTRACT

The Career Information Center (CIC) handbook is designed to serve as a reference work or blueprint containing a rationale and specific how-to suggestions to support and guide the user's development of a CIC that fits local needs. The format of the handbook is intended to indicate the major steps in the planning, development, and operation of a CIC, indicate a range of options available at each step, and refer the user to sections of the handbook containing materials and procedures implementing each of the options. Three models for a center guided the organization of materials within the handbook. The models are defined as (1) Level A--a shelf collection, in a library or teacher's room, which is available to users; (2) level B--a larger collection, in a special place with room for use, overseen as a part-time responsibility by someone who can assist users as required; and (3) level C--comprehensive collection, in a separate location, the full or major responsibility of a staff member with a system to encourage, monitor, and evaluate use. Handbook contents include the following sections: Rationale for CIC, needs assessment, responsibility, location for a CIC, advisory board, materials, activities, public relations, and evaluation. References and supplementary reading recommendations are included. (TA)

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University of Arizona, 1975

THE CAREER INFORMATION CENTER HANDBOOK

Customer Information
RIP-U-NOT DEPARTMENT STORE

A Guide for Developing C.I.C.'s in Local Schools

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1975 Counselor Handbook Project

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FORWARD

One of the most promising trends in education in this decade is the emphasis at both Federal and State levels on career education and vocational guidance. In Arizona, nearly two million dollars was appropriated in 1971 to initiate career education programs. State funding has continued to support the development and operation of career education programs in every Arizona county.

One part of the initiating legislation concerned the development and collection of program support materials and provision for making such materials available in each school. Out of this came the Career Education Clearinghouse at the RCU in Phoenix, various County Project information and materials centers, and some local school collections, housed in libraries, classrooms, counseling offices, "centers" and closets. (We even know of one collection housed in an auditorium projection booth!) A number of individuals have wrestled with the challenges involved in developing effective career information centers at the state, county, and local school level. Many schools, although members of an area-wide system, have yet to develop an effective in-school career information materials center. We found through questionnaires and visits to existing centers that a wealth of experience exists, but this experience has not been collected in writing so that others can use it.

This project was conceptualized and funded to produce a reference work or blueprint containing both a rationale and specific how-to-do-its to support and guide the user's development of a Career Information Center that fits local needs. This Career Information Center Handbook is the result.

The format of the Handbook is intended to:

a. indicate the major steps in the planning, development, and operation of a Center,

b. indicate a range of options available at each step,

c. refer the user to sections of the Handbook containing materials and procedures implementing each of the options.

We hope that this format permits users with distinct needs and local circumstances to locate and use appropriate materials without wading through the Handbook in its entirety.

Three models for a Center guided the organization of materials within the Handbook. Briefly, the models were defined as:

Level A: a "shelf" collection, in a library, teacher's room, which is available to users.

Level B: a larger collection, in a special place, with room for use, overseen as part-time responsibility by someone who can assist users as required.

Level C: Comprehensive collection, separate location, full or major responsibility of staff member, system to encourage, monitor and evaluate use.

Specific suggestions for Level A are printed on pink paper, for Level B on blue paper, and for Level C on green paper. You can turn to these sections first, rather than read the Handbook from beginning to end.

The writers and compilers of this Handbook were selected on the basis of their ability to contribute to the project goals. Their names and addresses are included at the end of each section. We trust that the energy, enthusiasm and experience which they brought to this task is apparent to those who seek to use this Handbook.

June 30, 1975

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RATIONALE FOR CAREER INFORMATION CENTERS

Some awareness and experiences of your own have led you to consider the development of Career Information Centers. The rationale for Career Information Centers outlined below will give you information to convince and involve other decision makers.

First, career education has made some impact already. The goals of Center programs imply that there are persistent, urgent needs to be met in the career development of today's youth. The Arizona State Legislature initiated formal program development of a state-wide Career Education Program in fiscal year 1971. The major thrust continues to be to incorporate world of work awareness, orientation, exploration, and preparation throughout the K-14 curriculum. The goals, in the broadest terms, are to have the student learn how to learn, how to live, and how to make a living, By establishing such far reaching educational goals, the legislature was also charging that the existing curriculum had not succeeded in these areas.

Coincidentally the U.S. Office of Education, directed by Sidney P. Marland, also embarked on a nation-wide program with similar goals. Several approaches were piloted and continue under the National Institute of Education.

Beginning even in the mid-sixties, identifiable school and district based Career Education programs began to emerge spontaneously across the nation. Though very different each seemed to acknowledge the need to introduce occupational information, to establish goal setting and problem solving skills, to develop personal awareness of individual ability, aptitude, interest and values, and to create positive models and attitudes toward work and continual learning.

From the experiences of Career Education implementors there is now a solid body of knowledge to support the creation of Center models such as those explained in this Handbook. In Arizona the number of teachers and students using and creating career education materials dramatically increased from 1973 to 1974.[1] Needs Assessments conducted in Mesa by the Center for Career Education and in many individual schools such as Shadow Mountain High School, Paradise Valley,[2] and Apollo Junior High School, Tucson,[3] also support the inclusion of career information in guidance and classroom programs. The Scottsdale Project Career Bound program has set up Career Information Centers in many high schools and middle schools with enthusiastic participation of students. The Pima County Developmental Career Guidance Project is currently assessing their Career Centers and will be able to provide documented material during the summer of 1975.[4] (See section on Needs Assessment for a tool to use in your own school.)

The Center provides essential information and experiences for students and serves as a vital component for a total education. It is especially important to provide wide ranges of occupational and educational information. In junior high school, students must begin a decision-making process of course selection which will have long lasting impact on careers and accompanying life styles.

The Center helps provide the basis for such decisions and the skill in sorting through the propoganda and the factual.

Dr. Marland said, "Career Education is an idea whose time has come." This idea is now firmly grounded in concrete program and policy and continues to grow.

Second, many students currently lose out on the opportunity to choose and direct their own future when they operate from inadequate or false information, or when they are so disenchanted by the educational system as to consider (or find) it irrelevant to their needs. Consider the following facts:

1. Each year 2.5 million youth leave school without a high school diploma, as general curriculum graduates, or as college drop-outs.[5]
2. In 1974 only 30% of the secondary school enrollment was in vocational education programs and there were 915 Vocational-Technical Education classes with ten or fewer students.[6] Half of those who graduated from college in 1971 found work unrelated to their major preparation and at lower than expected pay rates. A percentage of 7.4 were unemployed while the national unemployment rate was 5.4 %.[7]
3. Increasing percentages of high school and college students find it necessary to work at paying jobs to remain in school.[8] The ability to seek and gain employment is needed by the adolescent regardless of continuing or leaving formal schooling.

The labor market in America is ever increasing in demand for specific skills. Even now we appear to be in a post-industrial society where the majority of persons deal in services and information handling. In Arizona, professional, technical and related work is expected to continue to make the fastest gain and to be the largest employment category in the economy of the 1980's.

The trends of employment and education are so tightly controlled by the economic conditions that each person, in and out of the "school age" bracket, must prepare for flexibility and transfer of skills to alternate occupations. In the fact of such a high need for adaptive behavior, the student, as part of his education, must learn how to handle data on economic trends, to research occupational literature, and to see himself in a wide range of careers rather than one narrow occupation. (Even teachers would do well to relate their job skills to other sectors of the business world as a safeguard toward continuous employment. The demand for technical skills and management will leave many professionals underemployed as the number of advanced degrees continue to rise.[10])

Third, from a fiscal point of view the school administrator, legislator, and individual tax payer need to take note of the results of an inefficient system for preparation of students to enter the world of work. The need for employability skills (job getting and keeping) and employment skills (job performance) is common to the vast majority of our citizens. If such skills are not acquired while youth attend secondary school, college, military, or private technical schools, they must be taught in the expensive remedial programs of government or industry.

Industry, with an over supply of workers, is not interested in expensive training, and this economic fact means the Manpower Administration, an agency of the federal government, is in the career education business for adults. Consider the cost of this training:

1. The cost for education out-of-school youth and adults for entry level jobs ranged from $1,023 to $6,000 per job placement in 1974.[11]

2. The minimum stipend to an unmarried enrollee at the Maricopa County Skill Center is $84 per week. Transportation, materials, and schooling are free. The average cost per trainee is $2,200 plus stipend in courses for entry level skills such as auto mechanics, welding, typing, nurse's aide, cashier, and basic education, which are also available in the high schools.[12]

3. Arizona Vocational Education in 1973-74 served 164,428 students for a per pupil cost of $160.[6] The cost of Manpower vocational training for 4,369 enrollees was $12,794,883 or $2,925 per student.[11]

4. The 1974-75 CETA (Comprehensive Employment Training Act) budget for Arizona is approximately $23,706,000 for remedial programs, including emergency employment for displaced workers.[13]

5. Approximately 17% of the jobs in the 1970s require four years of college or more and yet $14 are invested in university and college training for each $1 spent on vocational-technical training.[14]

6. The President's fiscal 1975 budget request for CETA was $2,050,000,000.[15]

Besides these factors effecting students, supply of qualified workers, and remedial training costs of adults, the personal cost to our society should be considered. The cultural impact of inadequate career planning skills and loss of opportunity is here illustrated by the National Advisory Council. I am sure you can reinforce their interpretation with your personal observation of the frustration and aimlessness in many students and adults.

> The violence that wracks our cities has its roots in unemployment and unequal opportunity. Those who have no jobs in an affluent community lash out in anger and frustration. Young men and women who cannot qualify for decent jobs distrust the society which reared them. Racial unrest, violence and the unemployment of youth have their roots in inadequate

> education. Each year the ranks of the school drop-outs increase by three-quarters of a million young men and women. They enter the job market without the skills and attitudes employers require. They and the millions of others who are underemployed--among these the students who are graduates of our high schools but who are inadequately prepared for anything--are tragic evidence of the present inadequacy of our educational system.[14]

Students in Arizona face a unique challenge in regard to labor market entry. The Phoenix metropolitan area provides 60% of all the jobs in the state. Most persons moving to Arizona think first of Phoenix. Because Arizona is a preferred living area, and has little organized labor or heavy insustry, young workers face competition for jobs and wages more difficult than anywhere else. Now with the increasing of the minimum wage, employers will be even more likely to hire an older experienced worker who is being forced into a lower wage structure, rather than gamble on the youthful worker.

Another human factor deserving consideration is the oversupply of college graduates. Unlike the labor market of the 60s there is not an urgent demand for any "warm body" who has an BA degree. Increasingly technical skills are replacing unskilled jobs, and professional jobs are being divided into their technical specialities. Shorter and more skill oriented training will require youth to make career decisions much sooner than their college bound predecessors of a decade earlier. Many programs of study are closed to students who have not had specific related experience to verify the selection of the career. The technical programs cannot provide two years of career exploration, nor can students with sincere commitment to the occupation be denied enrollment to allow another student the opportunity to "try out" the field. These exploratory experiences must come while still in high school. A casual curiosity about respiratory therapy will not lead a prospective student to the head of a two year waiting list!

Acquisition of all the awarenesses, skills, attitudes, and decision-making techniques essential to adult role satisfaction does not occur miraculously in one's senior year of high school or of college. It is a long term, reinforced, and up-dated educational process in which your Career Information Center can fill some vital needs.

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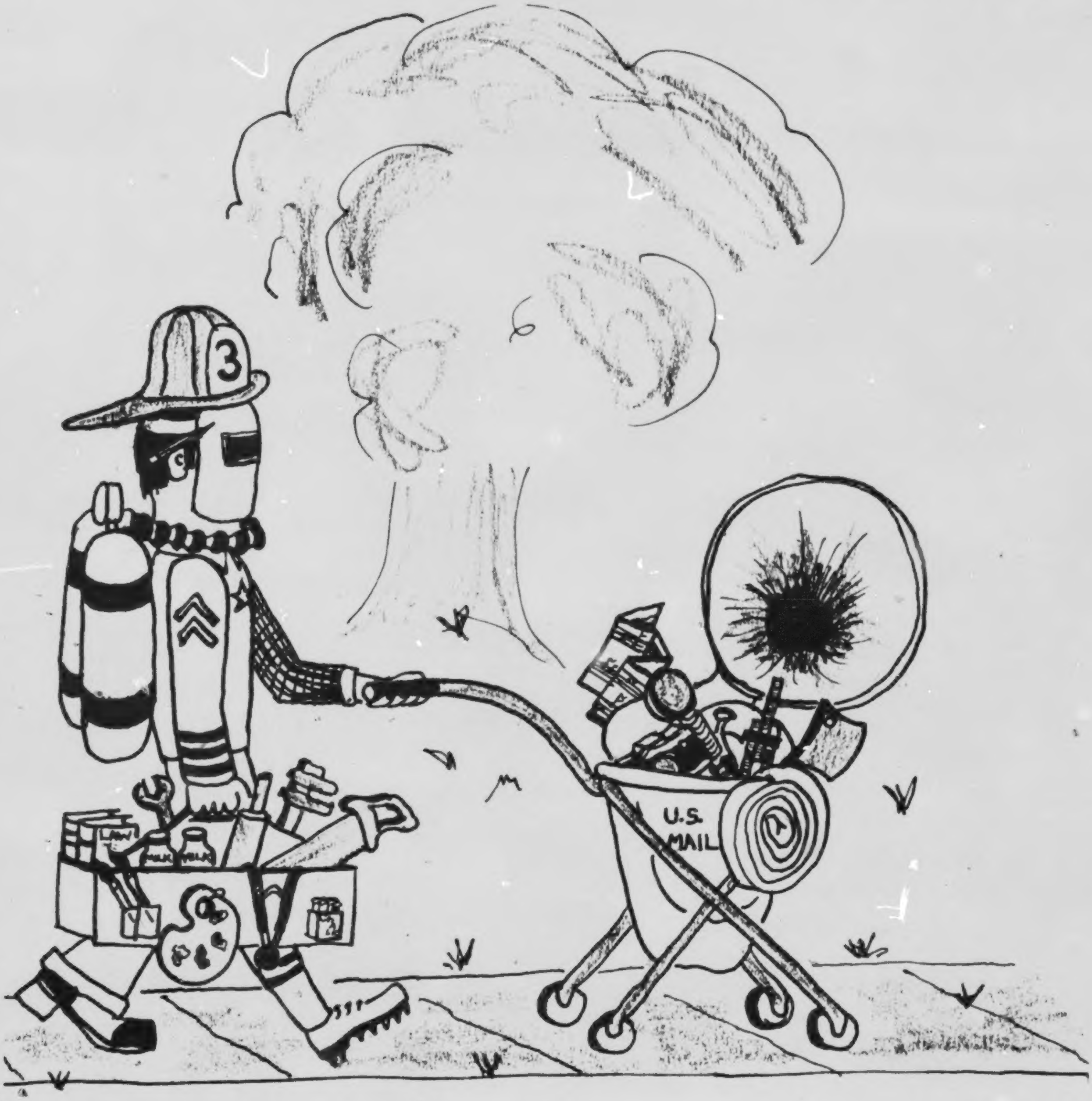
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LAW
MILK
MILK
U.S.
MAIL

". . . each person must prepare for flexibility and transfer of skills to alternate occupations."

Planning a Career Information Center

The idea of having a Career Information Center at your school sounds good, but how do you start one? There are some practical realities that you must face, and decisions that someone must make.

The most pressing real problem at the beginning of setting up a Career Information Center is convincing the decision makers that you school "needs" it. Most administrators want justifications that are more concrete than -- "it sounds like a great idea". Having information on why your school"needs" a Center and a plan of action for starting one provide good strategies for convincing administrators. (See section on rationale for more facts to convince decision makers).

The second reality is that the resources available for a Career Information Center are never unlimited. The amount of time, money, materials, and space available for your Center will be far less than ideal to accomplish all of the goals that seem important. This reality is an asset rather than a detriment, because it will force you to set priorities and concentrate your efforts on the most important "needs" of the students within the limits of your resources. A concentrated group of Center programs tends to maximize the impact of career information on students by simplifying the task of making sure that all students who can benefit get the opportunity. When there are more activities going on at once than the available personnel can handle, the students get lost in the resulting confusion.

Before you rush headlong into the middle of the vast quantities of available career information materials and activities, take some time to do some careful planning. Care in the planning stage goes a long way toward convincing an administration that you are serious about a Center. Part of the planning process will give you backup information to help convince the decision makers that a "need" for a Center exists. By finding out what the priority "needs" are, you move a giant stride toward deciding where to concentrate your resources. Finally, time spent in planning at the beginning will be saved later because subsequent decisions will be simplified.

In this section, readers will find basic ideas for planning, needs assessment and goal-setting printed on white pages. Detailed discussions and examples will be found on the yellow pages.

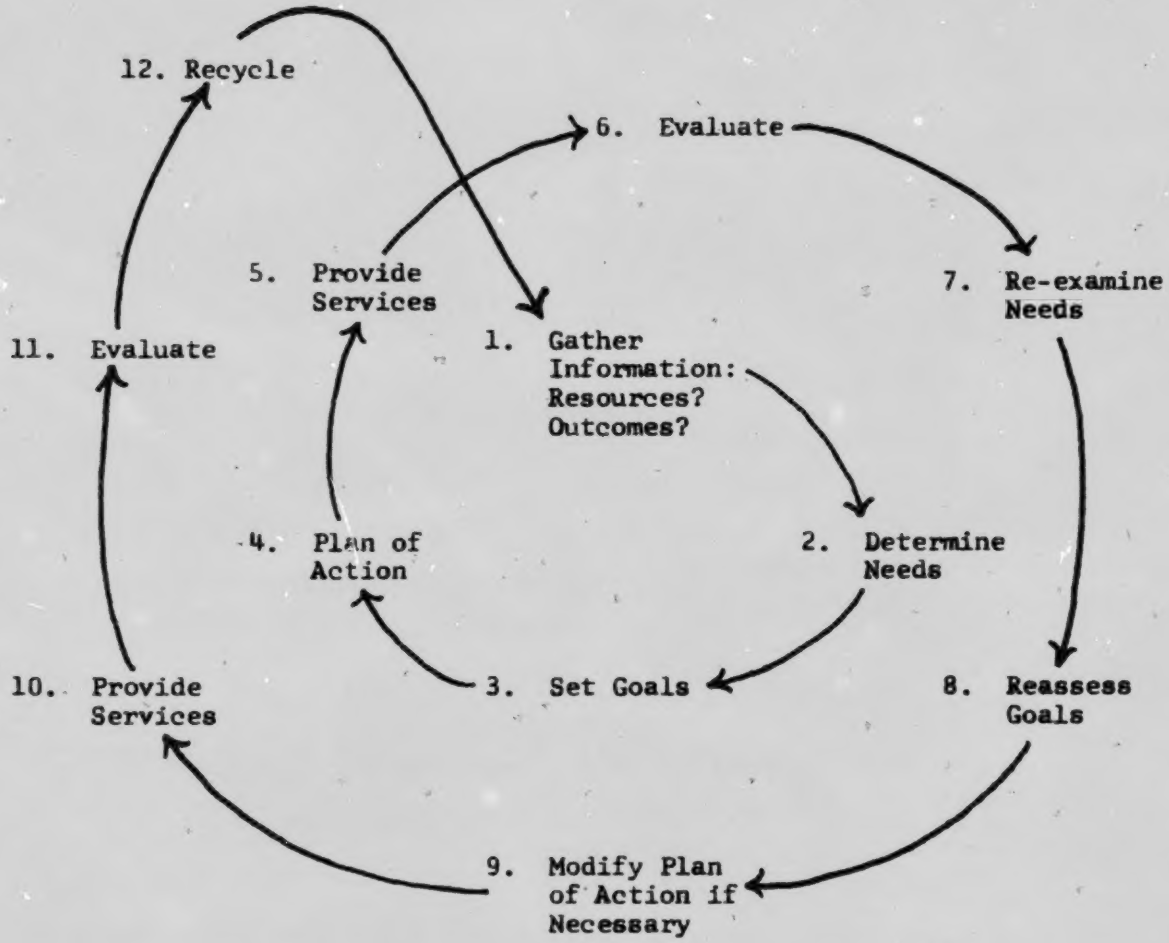
Planning Process

As you begin to plan, remember that the "needs" of students may change over the period of several years. These changes may be the result of shifts in the world of careers, or stem from the effects that your program has in meeting student needs. In either case, an allowance for shifts in priorities is an important factor in planning. You want to provide for an open-ended program that continues to meet whatever needs have top priority at a given time.

Take a look at the diagram of the Planning Process (Diagram 1). You will note that it depicts a spiral rather than a closed loop or dead-end. This type of planning process allows for ongoing re-examination and growth in your Center program.

Diagram 1

Planning Process


12. Recycle
6. Evaluate
5. Provide Services
7. Re-examine Needs
11. Evaluate
1. Gather Information: Resources? Outcomes?
4. Plan of Action
2. Determine Needs
10. Provide Services
3. Set Goals
8. Reassess Goals
9. Modify Plan of Action if Necessary

By referring to Diagram 1, you can see the progression of steps outward from the point of origin to the stage where recycling provides for an ongoing open-ended process. A brief description of each step is given below.

1. Gather Information. Look for information that will establish what is prensently being done and what ought to be done to provide career information services to your students. This information can be gathered in a number of ways. You can sit down with others at your school and discuss these questions. An alternative method that you can use would be to design a survey or questionnaire. Finally, the opinions of experts found in journals and other publications can be utilized. (See the section on Needs Assessment for more details).

2. Determine Needs. A "need" is simply the "gap" between what is being done and what ought to be done. A comparison of present programs and the eventual outcomes that are important for students will help you define this "gap". (See the section on Needs Assessment for a detailed discussion).

3. Set Goals. A set of goals is necessary to define the specific targets that you want to reach in your attempts to meet student "needs". Sitting down with other planners and discussing what end results are important for the students who use the career information services will assist in setting goals. (See the section of Goals).

4. Plan of Action. Specify how you plan to meet the goals. This is the point at which you must be realistic about the limits that available resources place on what can be done at your school. (See section on Activities and Materials).

5. Provide Services. Put your plans of action into effect. It will be helpful to try them out on a pilot group to get the bugs out before you proceed to fill implementation.

6. Evaluate. Determine how well your plans of action met the goals. (See the Evaluation section).

These six steps are the core of the planning process. Steps 7 through 12 involve the planner in re-examining and modifying the results of steps 1 through 6. The essential difference in this recycling process is the availability of evaluation to assist in improving the results at each step. You will repeat this process on a yearly or bi-yearly basis in order to keep your career information services in tune with current student "needs".

NEEDS ASSESSMENT: INTRODUCTION

A Current Resources Assessment is a tool for gathering information on present availability of resources to support the activities of a Career Information Center. Much of the information for this portion of the needs assessment can be gathered from already existing records or school staff members.

The term "Desired Outcomes Assessment" implies that there is some end-point or series of end-points that we wish to reach. Furthermore, it implies that some end-points are more important (desirable) than others. It would be very nice if we could simply take all possible outcomes and design a Career Information Center to fulfill them. Practicality, however, dictates that we make some realistic choices about the goals in which an investment of time, effort and resources will be made.

In order to decide on goals for a Center, we need to know what the choices are, and which of the alternatives are the most important. A Desired Outcomes Assessment provides a method for developing answers to both questions.

The method that you choose to use can be simple or quite complex. A great deal depends on the type and depth of information you wish to gather. Don't, however, give in to the temptation to make the method primary, relegating the information to a secondary role. Use the simplest possible method for gathering the exact information that you want.

Development of a Desired Outcomes Assessment that fits the unique situation at your school requires that the answers to three simple questions be found.

1. What should we ask?
2. Who should we ask?
3. How should we ask them?

Your replies to these queries will provide the framework for the assessment. The rest is as simple as filling in the blanks.

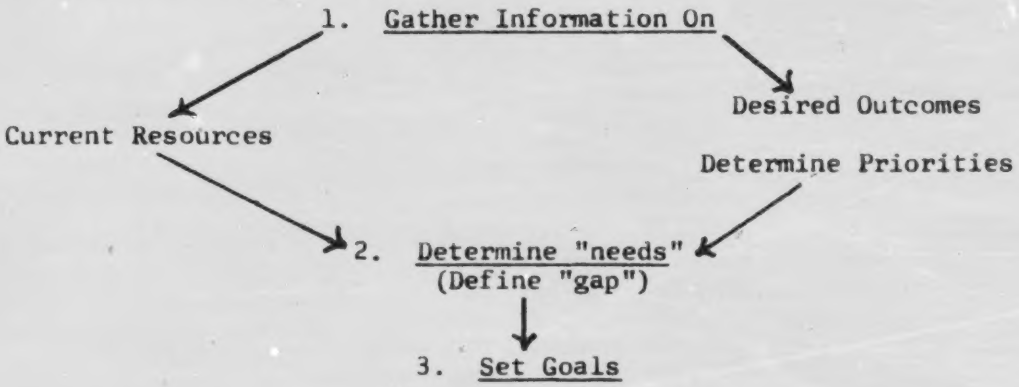
Comparison of the Current Resources Assessment and Desired Outcomes Assessment provides a definition of student "needs". Once "needs" are known, you are ready for the next planning step--setting goals.

Needs Assessment

Gathering information is the initial step in planning a Career Information Center. This information will help determine what services are now being provided and what ought to be provided in order to accomplish a set of desired goals. Needs assessment techniques are tools used to determine the gap between presently available programs and the resources necessary to achieve the desired outcomes for students.

Two types of information are necessary to define "needs". First, it is important to determine what resources already exist that can be used to establish a Career Information Center. This portion of the assessment identifies the people, programs, materials, space, time and money presently available at the school to support Center activities. The second portion of the assessment provides information for the purpose of determining the goals or outcomes that are most important for the students being served by the Center. This material includes information from students, counselors, parents, teachers, community members, administrators, and experts on the knowledge, skills and attitudes that should receive priority attention. The Current Resources Assessment locates the presently available resources, while the Desired Outcomes Assessment** provides information for use in determining priority goals for the Center. Diagram 2 shows the relationship of the two portions of the needs assessment to the planning process.

Diagram 2


1. Gather Information On
Current Resources
Desired Outcomes
Determine Priorities
2. Determine "needs"
(Define "gap")
3. Set Goals

** The term "Desired Outcomes Assessment" was developed by Mesa Public Schools to describe this portion of the assessment process.

The Current Resources Assessment and the Desired Outcomes Assessment are information gathering tools. The information required might come from any of the following sources:

1. Library or inventory lists.
2. Schedules.
3. Curriculum Guides.
4. Expert opinion either written or verbal from Career Education and Business or Government sources.
5. Counselor or faculty discussions.
6. Surveys or interviews.
7. Follow-up studies.

Selection of the information sources depends on the purpose of the needs assessment.

Once the information has been gathered, it is used to identify the "gap" between current resources and desired outcomes. This defines the "needs".

One important step is necessary in handling desired outcomes information before attempting to define "needs." Since resources will rarely be plentiful enough to meet all desired outcomes, priorities placed on them at this stage in planning will help keep the definition of "needs" on a realistic level. These priorities are determined by summarizing and analyzing the results of the Desired Outcomes Assessment.

After "needs" have been determined, the next planning step is to set goals. Setting goals means defining the "needs" in terms of an identifiable position that you want the CIC programs to reach in moving the students toward a specific desired outcome.

Conducting a "Needs Assessment"

Although the purposes of a Current Resource Assessment and a Desired Outcomes Assessment differ, the essential steps in designing and conducting them are the same. Diagram 3 outlines these essential steps.

Diagram 3

1

Define the purpose.
What are you trying to find?

↓

2

Define the content.
What information do you need?
In what detail?

↓

3

Decide on and try out information collecting methods.

↓

4

Collect information.

↓

5

Summarize and analyze the information.
What answers do you have to your original questions?

↓

6

Set priorities.

Step 1. Decide on the exact purpose of the assessment. Will it focus on finding out what kind of career information students need or will it have a broader scope? For what purposes will the information be used? Data to be used strictly for selecting materials will be very different from the information needed to define outcomes for a comprehensive career program. This purpose, decided in advance, provides for a framework within which decisions about the data can be made.

Sit down with a group of interested people and discuss the purpose of the assessment. The group might include teachers, counselors, students, parents, and administrators. An option would be to have various group members role-play the various group members listed above. Look at the assessment from these various points of view. The important question is: What do we want to know when we complete the assessment? Write down a clear statement of the purpose.

Examples:

1. Identify all materials located in the school library that provide information about careers.

2. Locate the resources available at this school to provide career information and guidance. This will include people, materials, space and finances.

3. The purpose of this Desired Outcomes Assessment is to define areas of careers in which at least 10% of the student population is interested. This data will be used to direct the selection of materials to meet the information needs of the students.

Step 2. Decide on the type of information that will be necessary to fulfill the purpose. Make an outline of the content of the assessment based on the purpose. It may be helpful to outline the questions that you want the Current Resource Assessment to answer. The group discussion technique used in Step 1 will be helpful in arriving at a complete outline. Consider the depth of information that the assessment shouldcover. Will it be a short general list of types of materials, number of people, amount of space and budget or a very detailed list of each specific resource in each of these categories? Is a general list of categories of career interest areas or a detailed list of exact career information services needed by students to be gathered?

Step 3. Establish procedures for collection of information. The process used depends on three factors. First, the location of the information is important. It may be located in inventory lists, card files, reports, books, pamphlets, records, or the experience of school staff members, experts or community groups. Secondly, the method of getting the information is important. Searches of inventories, records, and catalogs are good ways to get information that has already been compiled. Other information may require questionnaires or interviews with people who have the knowledge. Finally, some consistent form for recording the information must be provided.

Make a list of the various types of information that are to be gathered. At the most basic level, a Center's primary function is to provide information to students that will help them identify and achieve their career related goals. By establishing the areas of goals that students, parents, teachers, believe to be of primary importance, the developer can get a handle on the types of information and experiences that will best assist the students in career planning. By using the information gathered by the "Desired Outcomes Assessment" to set priorities on goals for the Center, the school can concentrate its resources on the areas of greatest need. Current Resources Assessment information provides a picture of what material, is available to meet these priorities. A comparison of the results of the assessments shows what else is necessary to accomplish the desired outcomes.

Resources for Needs Assessment Information

1. Arizona State Career Education Matrix, Department of Education, 1535 W. Jefferson, Phoenix, Arizona.

2. Department of Guidance, Mesa Public Schools, 14 West 2nd Avenue, Mesa, Arizona. Staff Development Packet on *Assessing Desired Outcomes*.

3. INTERACTS, Project: Career Bound, Shadow Mountain High School, 2902 East Shea Boulevard, Phoenix, Arizona 85032.

4. Career Education Clearinghouse, Department of Education, 1535 West Jefferson, Phoenix, Arizona.

5. Career Education Projects: a project funded by the State Department of Education which serves most local areas in the state of Arizona.

6. Assessment of Career Development, American College Testing Service. Houghton Mifflin, 777 California Avenue, Palo Alto, California 94304.

7. Priority Counseling Survey, Educator's Assistance Institute, 2500 Colorado Avenue, Santa Monica, California 90406.

Sample:
Current Resources Assessment

RESOURCE ASSESSMENT

1. Staff

    A. Will a staff member be assigned?
        1. Part-time
        2. Full-time

    B. Will the staff member be?
        1. Professional (counselor or career education specialist)

    C. Will others be available to assist?

2. Materials

    A. Quantity of materials-(list) presently available.
    B. Quantity of materials to be acquired.
    C. Type of materials available (tapes, filmstrips, books, pamphlets, games, hands-on activities, instructional packages).
    D. Type of materials to be acquired.

3. Location

    A. Where can materials be located?
    B. Space available?
    C. Equipment available?

4. Finances

    A. Money available to purchase materials?
    B. Is money available to hire staff? How much?

Sample:
Desired Outcomes Assessment

STUDENT SURVEY

1. Check one:

_____Male
_____Female

2. Check one:

_____Ninth (Freshman)
_____Tenth (Sophomore)

FUTURE PLANS

3. What do you plan to do when you leave this school? (Check the one that best describes you.)

_____a. Work full-time (30 or more hours per week)
_____b. Enroll in a vocational or technical school
_____c. Enroll in a four or more year college or university
_____d. Work part-time (less than 30 hours per week)
_____e. Join the Army, Navy, Coast Guard, Marines or Air Force
_____f. Enroll in a Community or 2 year Junior College
_____g. Full-time housewife
_____h. Not work
_____i. Other_______________________________________
_____j. Don't know

TYPES OF HELP YOU WOULD LIKE TO RECEIVE FROM THE GUIDANCE DEPARTMENT

Look at the list below. Select the types of help you want. Place the number 1 (one) beside the type of help that is most important to you. Place the number 2 (two) beside the type of help that is next in importance to you. Continue doing this, placing the next higher number on the next most important type of help until you run out of kinds of assistance that you want. It is not necessary to put a number in all of the blanks if you don't want to.

_____4. Do you want help choosing subjects or courses?
_____5. Do you want to learn about yourself (interests, abilities, reactions, problem solving...?)
_____6. Do you want to learn how to find a part-time or full-time job?
_____7. Do you want help with choosing and planning for the type of work or career you want?
_____8. Do you want to talk to someone about how you relate to or work with others?
_____9. Do you want help now with finding a school or college to attend after leaving this school for more education and training?
____10. Do you want help with school related problems (grades, studying, attendance?)
____11. If help were available for solving individual problems, would you use this service?

Sample:
Tally Sheet

STUDENT SURVEY

	1	2	3	4	5	6	7	8	9	A.R.	
4. Do you want help in choosing subjects or courses?											
5. Do you want to learn about yourself (interests, abilities, reactions, problem solving...?)											
6. Do you want to learn how to find a part-time or full-time job?											
7. Do you want help with choosing and planning for the type of work or career you want?											
8. Do you want to talk to someone about how you relate to or work with others?											
9. Do you want help now with finding a school or college to attand after leaving this school for more education and training?											
10. Do you want help with school related problems (grades, studying, attendance?)											
11. If help were available for solving individual problems, would you use this service?											

Sample:
Data Summary Report

STUDENT SURVEY

ALL STUDENTS (9TH & 10TH)
% OF STUDENTS RANKING 1, 2 & 3

	1	2	3	Totals
4. Do you want help in choosing subjects or courses?	13%	13%	11%	37%
5. Do you want to learn about yourself (interests, abilities, reactions, problem solving...?	09%	09%	11%	29%
6. Do you want to learn how to find a part-time or full-time job?	25%	17%	12%	54%
7. Do you want help with choosing and planning for the type of work or career you want?	20%	18%	12%	50%
8. Do you want to talk to someone about how you relate to or work with others?	01%	04%	05%	10%
9. Do you want help now with finding a school or college to attend after leaving this school for more education and training?	18%	14%	11%	43%
10. Do you want help with school related problems (grades, studying, attendance?)	05%	07%	05%	17%
11. If help were available for solving individual problems, would you use this service?	04%	06%	06%	16%

Sample:
Data Summary Report

STUDENT SURVEY - QUESTION #3

3. What do you plan to do when you leave this school?	Female 9th.	Female 10th.	Male 9th.	Male 10th.	Total all Students
a. Work full-time (30 or more hours per week).	33	22	47	34	136
b. Enroll in a vocational or technical school.	8	8	10	17	43
c. Enroll in a 4 or more yr. college or university.	80	68	95	62	305
d. Work part-time (less than 30 hours per week).	46	26	25	17	114
e. Join the Army, Navy, Coast Guard, Marines or Air Force.	9	7	45	30	91
f. Enroll in a Community or 2 yr. Junior College.	19	13	10	23	65
g. Full-time housewife.	5	1	1	0	7
h. Not work.	0	0	1	0	1
i. Other.	29	7	21	17	74
j. Don't know.	34	17	21	20	92

Sample:
Data Summary Report

STUDENT SURVEY

6. Do you want to learn how to find a part-time or full-time job?

7. Do you want help with choosing and planning for the type of work or career you want?

9. Do you want help now with finding a school or college to attend after leaving this school for more education and training?

4. Do you want help in choosing subjects or courses?

5. Do you want to learn about yourself (interests, abilities, reactions, problem solving...?)

10. Do you want help with school related problems (grades, studying, attendance?)

11. If help were available for solving individual problems, would you use this service?

8. Do you want to talk to someone about how you relate to or work with others?

Quest. #	% (1,2,&3)	Av. Rank	Rank	NSD
6	54%	3.88	1	-
7	50%	4.27	2	-
9	43%	4.69	3	-
4	37%	5.13	4	-
5	29%	5.50	5	-
10	17%	6.22	6	8,11
11	16%	6.44	7	8,10
8	10%	6.51	8	10

Interpretation

The differences among the average ranks are significant on all questions except for the ones ranked as the bottom three. There is no clear dividing line between either the average ranks or the percentage of students ranking each among the top three in importance. Perhaps a division of sorts exists between the questions ranked 1-5 and those given a relative rank of 6-8.

The lists below includes most of the areas about which information could be gathered. Other sources for outcome areas include; The Arizona State Career Education Matrix, and a list of needs assessment questions developed by the Mesa Public Schools.

Outcome Areas

1. Characteristics of Self - interests, aptitudes, values, satisfiers, and lifestyle.
2. Social Environment - values and lifestyles related to various career areas.
3. Decision Making - setting goals, making choices, and making career plans.
4. Occupational Information - information about job clusters, job families, and specific occupations, characteristics of employees, skills, required training and educational levels.
5. Economic Factors - learn about the investments and rewards related to various careers.
6. Educational Opportunities - education and training alternatives.
7. Job Acquisition Skills - job hunting, interviewing, and job retention.
8. Entry Prerequisites - education, training, and experience necessary for entry into specific occupations.
9. Attitudes - basic attitudes about work such as responsibility, being on time, productivity.

Resources

1. Materials and information
2. Staff

3. Location space and furniture.

4. Budget.

Determine the best source for each type of information on the list. When a "Desired Outcomes Assessment" is conducted it is important to get information from as many of the groups of people involved in the school and community as is practical. Each group tends to have a slightly different point of view. Comparison of these viewpoints is very helpful in establishing which outcome areas are the most important.

Students, parents, and faculty members including counselors and administrators are the three primary groups that should be considered. Two other groups that may be important are community members, especially business, and experts. The members of the business community can provide insight into what skills and knowledge will be needed by students in order to cope with the world-of-work. Experts in career choice may help in filling in blind spots in the data created by unfamiliarity with the process of career choice on the part of students, parents, and faculty members.

The information needed for the Current Resources Assessment will be available from librarians, teachers, counselors and administrators. Lists of materials available will probably exist and be in the possession of the librarian or secretary.

Determine the method to be used in gathering each type of information. Most of the techniques presently being used in conducting assessments are briefly outlined below. These are the most practical techniques for those schools with limited resources as their development and the tabulation need not be costly or time consuming. For those who wish to do assessment in greater depth, perhaps to develop a system as level "C", the Mesa Public Schools has developed a Staff Development Package entitled Assessing Desired Outcomes which covers the topic very thoroughly. (See resources section for address).

Methods of Gathering Information

1. Records Search: Many of the types of information required by your Current Resources Assessment will already be recorded somewhere. Examples:

1. Inventory Lists.
2. Catalogs.
3. Census Data.

All that is necessary to utilize this information is to locate it and talley it up in some useful form.

2. Survey: This method involves getting information by having people respond to a questionnaire. Two options are available to the person constructing a questionnaire. The first involves using a structured set of questions where a choice is made among a number of given answers. Example:

Multiple Choice
Yes-No
Ranking

This type of question is used where the range of answer choices is known in advance.

Example: Are you willing to assist students in using career information? Yes_____ No_____. The second type of question is open-ended. It asks the person to give the most important information he knows relating to a specific topic. The second option is to use open-ended questions. This type of question allows the individual to determine how the question is to be answered. Example: What career information materials are available in the school library?

Both methods have advantages and disadvantages. The structured question is easier to analyze because of the small variation in answers. It does, however, severly limit the amount and depth of information collected. It has the additional advantage of being easy for people to answer, making it more likely that you will get a response. The open-ended question allows for a much greater latitude in the amount and kind of information collected. The person responding to this type of question gives the information that is most important to him. The disadvantage of this second type of question is the greater difficulty encountered in trying to summarize a broad range of answers. Perhaps a reasonable alternative would be to use a majority of structured questions with only one or two open-ended items.

3. Interviews-Discussions: The interviewer is in reality a personalized form of the survey. The interviewer can be structured or open-ended to suit the purpose for which data is being collected. An advantage of the interview over the questionnaire is the degree of personal contact that allows the interviewer to ask for clarification of responses. This method also allows the interviewer to follow-up lines of questioning that were not a

part of the original survey plan. This method allows for great depth in the information gathered and gives respondents a sense of personal participation. A disadvantage of this method is that it is very time and energy consuming. This may be overcome, in part, by holding group discussions rather than individual interviews.

4. Follow-Up Studies: This type of information collection is conducted by contacting graduates by mail or in person and asking them questions relating to the career information services that they feel are necessary.

5. Survey of Career Education Information that Exists in Pamphlets or Books: A variation of this technique would be to seek advice from an expert who has worked with Centers before in a school similar to yours.

6. Discussions with counselors, faculty members, administrators, parents, students and business people to determine their ideas and opinions.

Although the development of a data collection instrument may seem like extra work in view of the ready availability of such heavily research commercial instruments such as the Priority Counseling Survey or the Assessment of Career Development, there are several good reasons for making the extra effort. First, no survey developed elsewhere will exactly fit the unique situation present at a particular school. Secondly, the thought that goes into developing the instrument will give a great deal of insight into the interpretation of the data. Also these instruments may be more complex than the situation warrants.

Finally, cost will generally be lower with a locally designed instrument especially if the population is large. (See appendix for sample data collection survey and tally sheet).

Design the data collection instruments. How the instrument is to be given and the sample to be used are important considerations in the design of an instrument. If several groups such as students, parents and faculty are to be surveyed, care should be taken in design to make sure that information can be compared across groups.

One of the best ways to begin is to sit down with a group of colleagues and brainstorm areas of which questions need to be asked. Questions should then be developed and discussed with this group. Each question should have the clearest possible meaning.

Once a list of questions has been developed, it should be put into a preliminary format for the instrument. This could vary from a simple set of spaces for listing various types of information from a records search, to a very complex questionnaire. The ease with which the person responding to the instrument can understand how to mark the instrument and the ease with which results can be tallied are both important considerations.

Pilot test the data collection instrument. Make a test run with a small sample of students, parents, and faculty. Look for answers to the following questions:

1. Was the attitude of the respondents to the survey positive and helpful?
2. Were the instructions clear?
3. Were all of the questions clear?

4. Was the method of answering clear?
5. How did the tabulation of the answers proceed?
6. Was the data gathered useful in answering the questions outlined in the purpose?
7. What changes and improvements need to be made?

This dry run also provides an opportunity to train clerks or aides to do the data tabulation.

Step 4: Collect the necessary information. Give the data collection instrument to the desired sample groups. Care should be taken in selecting these samples to ensure that they will be representative of the population.

Ideally, everyone who would be affected by the operations of a CIC would be included in the sample. However, it may not be practical to survey all of the students, teachers, counselors, administrators, parents and community members. A very accurate picture of the needs of these people can be developed from a carefully selected sample.

A random sample is the easiest method of accounting for factors in the sample group that would tend to bias the results. This type of sample can be selected by listing all of the individuals in the population and using a table of random numbers or other random selection method to develop the sample group. A quasi-random technique that would be adequate would be to enter the list by some random technique and then pick every fourth individual or whatever number you find to be appropriate. This method is suggested by the Mesa packet on Assessing Desired Outcomes.

If the characteristics that would tend to bias the results are known, a stratified sample could be selected to overcome them. This technique involves selection factors such as age, sex, grade level, and choosing the sample to balance them. This technique allows for a smaller sample and is especially useful where the biasing factors are important. No matter what type of sample is used, the larger the group, the smaller the error. A sample of 10% to 15% of the population is a minimum.

Step 5. Analyze the data. This step is the most important in the assessment process. The task is to make some sort of sense out of the data that you have gathered. The steps in this process are as follows:

1. Make whatever calculations are necessary to summarize the data. This may include percentages and average ranks.
2. Sit down with the data and the original questions posed in the purpose statement and begin to summarize the results that relate to each question. A group discussion of the results can be very helpful at this point.
3. Draw conclusions from the analysis and write them up in a brief summary report.

Whatever method of reporting is chosen, it should be as simple and direct as the purpose of the assessment allows. Trying to interpret large quantities of data may hinder, rather than help in the selection of priority outcomes. Most types of data can be handled without the aid of a computer if the tabulation methods and reporting methods are carefully designed. In many cases clerks or even student aides can do the tabulating. (See appendix for example of a Data Summary Report).

Career Information Center Goals

Once the Desired Outcomes Assessment and Current Resources Assessment have been completed, planning can begin in earnest. The planning stage of a Center involves three phases. These are final selection of the type of center to be developed, development of goals, and outlining of implementation.

Careful planning has been stressed in this manual. The amount of time spent setting goals and outlining implementation methods pays off by giving the Center a logical, defensible basis for its operations.

In reality, selection of the type of center to be developed and the development of goals are closely interrelated. The size and scope of center affects the goals that can be implemented. On the other hand the goals that you wish to implement affect the type of center that is chosen. The limiting factor will be the resources available for Center activities. Perhaps the best procedure is to keep the projected Center size and scope in mind as goals are developed. Example: Using Current Resource Assessment information to determine the type of Career Information Center.

For the sake of convenience, the possible types of centers have been divided into three levels on the basis of their size and the scope of their operations. These levels are designated A, B, and C in order of increasing size and scope. The levels are determined primarily by the resources needed to support them, not by the activities which occur in them. Therefore, higher level B and C centers will include activities for lower level

Centers because their size and scope allows for a wider range of materials and activities.

A level A Center is the simplest and most restricted type of Center. It requires a minimum amount of space, materials, and finances. No permanent staff is assigned and activities are either self-directing or supervised by a teacher or librarian. This type of center is ideal for a corner of a library or classroom and requires a minimum of attention. Many of the materials needed for this level of Center can be found around the school or can be obtained.

A level B Center is of medium size and scope. A paraprofessional or part-time professional staff is assigned. This type of Center needs space and furniture. Materials for group activities are needed in addition to those found in a level A Center. This B level Center seeks to serve students from a number of classes in the school. Often there will be more than one kind of activity going on at the same time. This level of Center generally needs financial support in order to purchase "Career" materials not normally found in school libraries.

Level C Centers are the broadest in scope of all. They require a permanent professional staff. Activities may include comprehensive career programs in addition to Level A and B activities. Activities of the staff may include consulting with other faculty members in the school for help in planning of programs. This level of Center requires considerable financial support.

Determination of the level of Center that fits a particular school or school district depends on several factors. First, the resources available to support the Center. Secondly, the specific outcomes expected for students who use the Center. This will be discussed in more detail in the section on conducting a desired outcomes assessment. Finally, the possibility of acquiring the additional financial support for an expansion of Center services should be considered.

Diagram 4 provides a general guide for determining the level of Career Information Center that your school's resources can support. By referring to Diagram 5, you will be able to correlate the general outcomes appropriate for each level of Center with the resources needed to support activities to produce them.

Goals provide a mechanism for translating the results of a Desired Outcomes Assessment into practical programs. Properly developed goals provide a direction for Center programs, specifify what is to be accomplished, and outline a means for finding out what was accomplished. These are the factors that must be present if the Center is to fulfill the identified needs of the student population. Diagram 5 shows the steps necessary to translate assessment information into goals.

Step 1. Discuss the Desired Outcomes Assessment data. What do the results mean in practical terms? See if patterns of need are apparent in the data. The purpose of this step is to familiarize the planners with the information available. Try to come up with a list of general outcome areas.

Step 2. Rank the areas of need in order of importance. Look at the data. Are some areas of higher priority, to the groups responding, than other areas? Which group's responses carry the

Diagram 4

RESOURCES AVAILABLE

Description	LEVEL		
	A	B	C
Staff			
1. No staff member assigned responsibility.	→		
2. Paraprofessional or part-time staff member.		→	
3. Full-time professional staff.			→
a. Assistance from paraprofessional.			→
b. Cooperation of other staff in planning and presenting career activities.			→
Location			
1. Library shelf or classroom corner.	→		
2. Room or other area large enough to house materials, staff, and small groups of students with tables, chairs, and shelving.		→	→

Diagram 4 (Continued)

RESOURCES AVAILABLE

Description	LEVEL A	LEVEL B	LEVEL C
Materials			
1. Quantity of commercial materials			
A. Small (10 or less), plus free materials	→		
B. Medium (10-50), plus free materials		→	
C. Large (50 + vol), plus free materials			→
2. Types			
A. Books	→	→	→
B. Pamphlets	→	→	→
C. Games	→	→	→
D. Tapes	→	→	→
E. Filmstrips	→	→	→
F. Hands-on activities	→	→	→
G. Instructional packages		→	→
Finances			
1. To buy materials			
A. Less than $200.00	→		
B. $200.00 - $1,000.00		→	
C. More than $1,000.00			→
2. For Staff			
A. No earmarked budget	→		
B. Up to $7,500.00		→	
C. $7,500.00 or more			→

Diagram 5

1. Discuss Desired Outcomes Assessment information and establish general outcome areas.

2. Rank outcome areas in order of importance.

3. Select level of Center at which outcomes will be implemented.

4. Write goals.

5. Place goals in priority order.

Example: A general procedure for the development of goals using the results of a Desired Outcomes Assessment.

most weight? List the outcome areas in priority order beginning with the most important.

Step 3. Decide on the level of Center at which the outcomes will be implemented. Diagram 6 will perhaps be helpful in making this determination. It lists possible outcome goals for many outcome areas across the three CIC levels. Use it to get a general idea of the types of outcomes that can be handled at each level. Also look at the resources needed for each level as shown in Diagram 4. Compare the outcome areas that were selected in Step 1 to these diagrams. Select the level of center that fits your outcomes most closely within the limits of your resources.

Step 4. Begin writing goal statements. These should be short statements that specify the general outcome desired.

Example: A goal for a Center program might look like the following: "To help students understand their interests and abilities in order to set goals for the future."

An idea of the areas in which goals can be written can be gained by studying Diagram 6 and the general outcomes listed below; the Arizona State Career Education Matrix, or the Career Education Resource materials. The primary goal of the Career Information Center is to collect and organize for use by students and teachers those materials and resources which are effective:

1. In developing the students' understanding of his interests, aptitude and values.

2. In increasing his understanding of his responsibilities to self and others.

Diagram 6

OUTCOMES FOR STUDENTS

Outcome Level

Outcome Area	A Knowledge Receiving Information	B Application Responding to info & exper	C Evaluation Valuing
Characteristics of self	Learn about interests and values and aptitudes	Discover own interests values and aptitudes	Compare interests, values and aptitudes to own perceptions of self
Social environment	Learn about values and life styles related to careers	Discover values and lifestyle most attractive to you	Compare own perceptions with real world
Decision making	Learn goal setting and decision making techniques	Use techniques to select tentative occupational goals	Evaluate tentative occupational goals and plans in relation to interests, values and aptitudes
Occupational information	Learn about job families and specific careers (Worker characteristics outlook)	Simulate occupational activities	Compare personal and worker characteristics and skills
Economic factors	Learn about money investments and gains related to careers	Discover own economic standing	Compare own economic standing with occupational requirements
Educational opportunities	Learn about education and training alternatives	Discover education and training alternatives for tentative occupational goals	Evaluate outcomes of education and training alternatives
Job acquisition skills	Learn job finding interviewing and retention skills	Demonstrate job acquisition skills	Appraise job acquisition skills
Entry prerequisites	Learn training and experience qualifications	Discover own present qualifications	Compare own qualifications with occupational qualifications
Attitudes	Learn about work attitudes	Discover own attitudes	Compare own and work attitudes

3. In increasing his motivation for educational achievement, especially basic skills and communication.

4. In developing his understanding of the world of work and its relationship to himself and to society.

5. In developing his ability to make rational, satisfactory decisions.

6. In acquiring entry level skills for employment at the termination of his formal education.

7. In understanding the value of work and continual learning.

8. In appreciating the value of the arts and the use of leisure for personal satisfaction.

Step 5. Place goals in priority order. It may not be practical to implement all goals for your CIC at the same time. By placing priorities on the goals, you allow for an orderly development with the most important outcomes receiving first attention. For instance, if your goals are part of a developmental process, it might be best to give the first steps in the process priority attention.

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RESPONSIBILITY

LEVEL A	LEVEL B	LEVEL C
Survey existing materials. Preview and order appropriate career education materials. Survey the career education needs within the school and communicate the results to appropriate personnel. Update existing materials.	Maintain bulletin boards with appropriate information (i.e., outline upcoming events, display monthly or weekly occupational information, provide schedule of resource speakers.) Establish a resource and media catalog for student and faculty use. Devise, utilize and/or locate materials to help students understand the career implications of the subject matter being taught. Provide time to help students to use career education materials, ask questions and explore individual career goals.	Demonstrate career education techniques and materials to classroom teachers. Provide career education inservice to interested school personnel. Aid staff in implementing career education into the total school curriculum. Aid students in the total career development process, including the development of adequate decision-making skills. Conduct career counseling and awareness seminars for groups of students. Provide new learning experiences. Maintain participation and communication between the school and the business, labor, and industry community. Involve both the home and family in the student's choice of career. Explore field sites for student and class visitation. Provide for work exposure and experience programs outside the school. Participate in part-time and full-time job placement process.

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LOCATION FOR A CAREER INFORMATION CENTER

Level A Career Information Center Location

At the most elementary level (Level A), a Career Information Center may be nothing more than a collection of existing career oriented materials. Over the years every library accumulates occupational information such as books, pamphlets and possibly AV materials. If you find there is little evidence that your school has acquired career education materials according to any scheme, the first logical step in the creation of a Center is to inventory such materials. During this process you will be able to assess the types of available career oriented materials (i.e., kits, films, books, and filmstrips.), what occupational areas lack any information (see a copy of the USOE Occupational Clusters Listing for the broad areas of job clusters or job families), and which items need to be replaced with up-dated versions.

As you inventory the career materials in your school, you may be able to determine a suitable area to locate them so that they are readily available to students and teachers. Remember, we are talking about a Level A or the initial phase in developing a Center. Its location can be determined by:

1. Inventorying and locating career education materials presently in your school;

2. Designating the person responsible for the housing and dissemination of the existing career education materials; and,

3. Determining the available space in your school for a Center.

If you decide to inventory the available materials in your school, consider the following types of inventories:

1. Make an inventory list of media and materials in the library, counseling office and classrooms. Include this list:
    - a. books by title
    - b. AV media by type and title (i.e., films, cassettes)
    - c. pamphlets by topic
    - d. occupational information, exploration or hands-on-experience kits
2. Make an inventory list of media and materials in the counseling department. Include in this list:
    - a. books by title
    - b. pamphlets by topic
    - c. occupational training programs by occupational title (those programs available at your school and in your locale or throughout your state)
    - d. interest surveys by type and title
    - e. occupations and training programs directly keyed to academic courses by subject matter
    - f. AV media by type and title (i.e., films, cassettes)
    - g. occupational information, exploration or hands-on-experience kits
3. Make an inventory list of media and materials in the individual departments. Include in this list:
    - a. books by title
    - b. AV media by type and title (i.e., films, cassettes)

c. pamphlets by topic

d. occupations and training programs keyed to the department's courses

e. In-state schools (vocational or college) with specialities related to each departmental course

f. City, county, and state job market information (by company and employment classifications) available to students with special interests or achievement in the department's subject areas.

After you identify the existing career education materials in your school, it may seem that the counseling office, the library and the various departments have these materials in their central offices. In this case you might consider drawing-up a complete inventory list of the materials. Be sure to include in the list:

1. the material's title,
2. what type of material it is,
3. a short description of the materials and,
4. where it can be found.

These materials can then remain where they were found, but you would provide this centralized listing to students and teachers. The advantage of this somewhat decentralized Level A Center is that it eliminates the tasks of locating an unused room, library space or counseling space and staffing of a Center.

A second approach when developing a Level A Center is to accumulate the career materials you've already inventoried into a centralized place. At this point a simple student/faculty needs assessment would be helpful when determining not only the activities and function of a Center but its location. (See the chapter on Needs Assessment for further suggestions).

Also remember to take into account visibility and accessibility of the Center when choosing its location. Students should be able to come and go at their convenience without directly involving teachers, librarians or counselors. Locating a Center near the student lunchroom or the student lounge will increase the Center's use by students simply because it is more convenient, more visible, more accessible. In terms of availability to students, the Center should be open throughout their school day, not just before and after classes and during lunch period.

When determining the most logical and convenient place for a Level A Center, it may be necessary for you to consider who will be responsible for its operations. For instance, if the librarian is responsible for the Center, the library or an adjoining area could be the best location. Be sure to house the career education materials together rather than mix them with the other resources of the library. Possible locations within the library might be:

1. an off-set or alcove in the library
2. a committee meeting room opening into the library or a conference room
3. an "island" bookcase
4. a corner of the library

On the other hand, if a counselor is responsible for the Center, materials and resources could be housed in or near the counselor's office. Possible locations for the materials might be:

1. a room or alcove off the counselor's waiting room
2. bookcases, filing cabinets, shelves, or tables in the waiting room
3. if it's large enough, the counselor's office.

Finally, if a teacher is responsible for the Center, you might keep the media and materials near his classroom, especially if he has no released time for supervising the Center. In this case other possible locations for the career information might be:

1. a meeting room attached to the classroom
2. an off-set or alcove in the classroom
3. a fully developed learning center or segment of such a center in the classroom
4. shelves, bookcases, and/or tables in the room
5. a classroom with more adequate facilities in which the teacher might be relocated.

Again, keep in mind that if the center is located in a classroom, a library or the counseling facility, it will generally not be easy for students to come and go during regular school hours at their convenience.

Level B Career Information Center Locations

When moving from this initial Center-LEVEL A-to a more complex structure, we recommend that a thorough evaluation of the Center's materials, media and resources be made. Also, a student and faculty needs assessment should be made in order to better direct the goals, activities, materials and resources of this more complex Center.(See the chapter on Needs Assessment for further suggestions).

At Level B the Center will need to begin to incorporate the roles of a paraprofessional or the part-time involvement of a faculty member in helping students to investigate their career interests, to use printed and multi-media materials, and to give technical assistance to teachers and counselors. It is likely that you were doing some of these activities at Level A, but now you require a more sophisticated and efficient set-up for handling such activities. The school will need to designate an official location for the Level B Center.

The following are suggestions in terms of location when you begin to develop a Level B Center.

1. Specify a conference room adjacent to the library or to the counseling department for the location of materials and Center staff. The available floor space will determine the types of activities possible, as will the atmosphere of the Center and the attitudes of the supervising professional. For example, if the staff person responsible for the Center is more concerned or even more comfortable with the distribution of occupational information,

the Center may simply be used by students as a reading area on scholarships, and higher education programs. If the Center's staff person is also concerned with the affective side of choosing a career--developing employment and decision making skills, looking at lifestyles of people in various occupations, etc.--the Center may be used as a meeting ground between students and the Center staff. Thus, the Center will need to be more relaxed, more comfortable, and open to discussion groups.

2. Turn a vacant classroom into a Center facility. The classroom may be a permanent or portable room. This amount of space will allow for group interaction, simultaneous activities such as viewing films and reading, and exploration with actual tools and hands-on kits.

3. Create a business office which is not student centered but provides resource assistance which can benefit student and faculty programs. Media need not be stored in the Center, but it can be made available through a decentralized Level A Center. In this case the materials are coordinated by the paraprofessional as well as the resources of the community.

4. Instead of the normal classroom-like set-up of a Center consider arranging it in learning centers. Such an arrangement has proved to be very successful at Pueblo High School (Tucson, Arizona). Their center is subdivided into learning areas that focus on different aspects of the world of work. There is an area for job skills, another for self-awareness activities and decision-making skills and one area for reading about scholarships, occupations, skilled trades, and higher education programs. Individual

students or groups are able simultaneously to participate in a variety of activities found at each learning area.

No matter which approach you take with your Level B Center, you will need to decide how it is to be equipped. Of course, the types of furniture required in a Center will be determined by the approach taken when developing the more complex Center. There are, however, some very necessary items that you should obtain:

1. a desk and typewriter for the paraprofessional or certified staff member
2. a phone which is vital when making community resource contacts
3. cabinet space or shelf space for materials and displays
4. access to duplicating facilities
5. AV equipment especially filmstrip and record or tape cassette players and a sound film projector.

If you want your Center to be appealing and comfortable to students, get away from the "school" look. Use rugs, carpet, couches, coffee tables, whatever, to make the facility more appealing to students. This need not cost money. Try sending advertisements home to parents asking them to donate any ready to be discarded items that could help brighten up the Center. One side benefit of such an advertisement is the public relations it begins to build-up for the new Center. You're giving parents a chance to actively participate in the creation of the Center. Or try this same approach with local businesses. They may be involved in redecorating their own offices and eagerly looking for a way to donate old furniture. Of course, a good selling point for any potential donation is that it can be deducted on one's tax return. Also, don't forget to let students decorate the Center and arrange its furnishings.

Level C Career Information Center Locations

At this point it is hard to discriminate between the locations of a Level B or Level C Center. The function of the Center at Level C, however, is more extensive in providing services for staff development and curriculum modifications. It will still offer student services in the same location, but the major emphasis is to infuse the education curriculum with the concepts important to career development in its broadest sense. (See the chapters on activities and materials to identify the involvement of a Level C Center).

When you begin to develop your Center at this more comprehensive stage, you may want to add-on to the existing Center or change its location. Keep the following suggestions in mind when you reach this point:

1. Combine the student activities with the staff and curriculum development services. This implies a large facility with diversified staff. The common areas may be used by students in career education activities and also by teachers in workshops. This may decrease the unit cost for each activity but may also open the way for difficulties in scheduling, conflict with staff meetings, teacher groups, and students trying to use the facilities and materials at the same time. Once again, the use of a more extensive needs assessment will be most beneficial when you begin to provide more extensive Center services.

2. Provide separate Center locations for students and faculty directed programs and activities, and another Center location for

its administrative functions such as purchasing media and materials, duplicating and distributing career information, secretarial services, and making community resource contacts. In this option there would be a location as in Level B for the student/faculty oriented Center. The administrative segment of the Center could be located in a business office in the school, a district administration office, a classroom, a mobile unit or portable room.

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THE ADVISORY BOARD

Now that you have assessed the needs of your school or classroom and determined that a Career Information Center is in order, the next step is to secure the support of your administrators and survey the local community for reaction and willingness to serve on an advisory board to establish a Career Information Center.

Whether you have decided to opt for a small corner of a classroom Center or a fully staffed Center operating out of a separate facility, an advisory board is needed. Since the objective of a Career Information Center is not only to provide career exploration opportunities but also to help make curriculum more relevant to the work world, an advisory board can provide additional direction and support for your program. One of the ways in which they can help is to provide adult role models through classroom speakers and work shadow experiences. The advisory board can also help you develop ways to relate your curriculum to the community and provide work exposure experiences for students which develop as a natural extension of a Career Information Center.

A model that has worked in Pima County involves many sectors of the community working with the school in an advisory capacity. The school and community establish an advisory board composed of school personnel, parents, students, representatives from business and government, and local professional and service clubs. This board is then available to help you plan for increased awareness of many career options for students. Teachers and counselors at Pueblo, Catalina, Cholla, and Canyon del Oro High Schools, and Apollo Junior High have tried this approach and found it helpful. However, you will probably want to modify it to fit your community.

Now let's take a closer look at how an advisory board might work for you in establishing a Career Information Center.

Why Do We Need An Advisory Board?

Exposing young people to the numerous options in career fields requires the best cooperative efforts of the school and the community. In order to meet its responsibility, the school must know what the people need and want. The community should know what the school is doing and is capable of doing. When the community is actively involved in the school you will find less criticism and increased willingness to support new programs.

Since a primary purpose of a Career Information Center is to expand young people's knowledge of options in career fields it is essential that you work closely with the groups providing employment. There must be a two-way system of understanding and communication between the community and education in order to keep the program realistic, and to meet changing needs. Today, more than ever before, education and the community must work as a team and share the responsibility for expanding the student's awareness of many career options. Here are six basic reasons you might consider as rationale for having an advisory board:

1. They provide advice that is not easily obtainable elsewhere.
2. They have important public relations potential.
3. They offer support and advice on policies from a layman's point of view.
4. They can actively aid in the placement of graduates.
5. They assist in keeping educational programs up-to-date.
6. They assist you in bridging the gap between school and the world of work.

Who Will Serve?

The makeup and size of your advisory board would be determined by the level of Career Information Center you elect. However, some groups such as school personnel, parents and students should be represented on any board. Beyond that, your time and budget would be the only limiting factors in determining the make-up of the board.

A Career Information Center which is set up for single classroom use could function very adequately with a board composed of the principal, counselor, and other interested school personnel, career education personnel, students and parents (giving input both as parents and business people). A Career Information Center which impacts on the entire school because it is accessible to all would require a larger board. In addition to those listed above you might want to add representatives from the business and government community. If you have elected to operate a fully staffed Career Information Center you will want to add to the foregoing list, representatives from service and professional clubs, senior citizens, and elected officials.

You can use many different approaches to select and publicize your board:

1. Include a note in the principal's newsletter.
2. Place an item in the local newspaper.
3. Contact parents and ask them to survey the community.
4. Contact those businessmen with whom you trade and ask for their advice and support in contacting other businessment.

You will need to determine which approach is most acceptable to your administrator and the community.

What Functions May Your Board Provide?

The general function of the board is to act in an advisory capacity for the development of your Career Information Center. Some ways in which they may be able to provide for the operation of the Center are:

1. Helping develop a plan for implementing the Center.
2. Obtaining materials and space for the Center.
3. Planning and implementing career days.
4. Developing work exploration and shadowing experiences for students.
5. Developing a speakers bureau of willing community representatives.
6. Assisting teachers in relating curriculum to the needs of the community and making it more relevant to the work world.
7. Providing adult role models for students in the world of work.
8. Helping you develop and implement a public relations program.

As you begin to work together you may discover additional functions that are specific to the community in which you live. Therefore, it is important to encourage the board to develop a plan that will work in your community for maximum benefit to the student.

What Are Your Responsibilities?

Since the advisory board in most cases will depend upon the school representative to guide its operation, you will want to consider the following items:

1. Respect the board's limited time.
2. Be prompt in the preparation of records (such as minutes of meetings.)
3. Do not underestimate the intelligence of the board members or their interest in your Center.
4. Don't permit your board to become administrative in their function. Seek a consensus, not a vote in order to prevent members from feeling their opinion doesn't count.
5. You should never usurp the functions of the advisory board by such actions as:
   a. Initiating programs without consulting them.
   b. Taking action within the realm of the designated functions of the advisory board without first consulting them.
   c. Failing to inform them of facts pertaining to the program.
6. Do not set too broad a scope of objectives for the advisory board, or allow them to deviate too far from their original objectives.
7. Be careful in selecting committee members. Those who might use privileged information for their own benefit or profit should be avoided.
8. Do not ignore the board's recommendations. If their suggestions are sound, appropriate actions should be taken as soon as possible. If their proposals are not adopted by the school, they should be told why.

9. Be sure to keep your administrators informed on any decisions or suggestions developed by the board.
10. Don't overlook parents as a resource. They are eager and helpful supporters of school programs when they feel their contributions are meaningful.

The techniques you use will be influenced by many factors and will need to be changed to fit the personnel of the board and local conditions. It is hoped that the suggestions mentioned here will help you adopt sound methods of effectively working with an advisory board.

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MATERIALS

Career education material has hit the educational market full force, and you will have to explore, research and p review all types of material to find what will be suitable for your use. There are several guiding principles that should be used when selecting media. First, look at materials already in the school. Every school regardless of its size has a collection of materials and equipment. A good starting point is to find out what you have. Make a search through you school material and find the material that is career oriented, then see if this material can be located to be part of the career center. (See Needs Assessment section for how to inventory).

A school district usually has an audio-visual service which can be scrutinized for any career material which could be used in a check-out basis. Use the public library for media information to utilize material from the public community to avoid purchasing duplicate material. Identification and organization of information on available community resources is another approach to accumulate media. Besides the public library banks, medical organizations and many large businesses loan films on a check-out basis. These materials should be evaluated and included on a comprehensive inventory list as sources of career information.

After you take these initial steps, establish priorities for purchasing. Take the following factors into consideration:

1. Budget. Developing a budget criteria is very important. Ask yourself a series of question in relation to the budget and career center:

A. What items will be included in the budget? The material itself, the equipment necessary to use the media, and office supplies.

B. How much money can or should be allotted to each of these items?

C. Are all items necessary?

D. What items could be bought by departments in the school rather than be career center expenditure?

E. What items have parts which are costly to replace or repair? (For example, a kit which has a complex electrical game could be very expensive to replace in case of damage).

F. What media has workbooks which are illegal to duplicate? Can the added cost be absorbed in the budget?

2. Size of School. Consider the size of the school and faculty. Does the school have a relatively small student body and faculty? If so, the career center can be set up to reach the maximum number of students during the whole school day. For example, in a small school all students could utilize the services of a career center with no difficulties at lunch, while a large school could never fit all of the student body in the career center at one lunch time.

3. Socio-economic background of students. The Center must provide media that gives an accurate picture of a wide range of careers, giving students a chance to expand their exposure to occupations. A student with a bi-cultural background may have problems with the language used in some media; his experience with English career terminology may be more limited. The media must show an

accurate, concise picture of a career without the primary emphasis being placed on a technical language.

The geographical location of a career center will also affect what media should be purchased. If the area where the school is located is one where there are not major waterways, the careers of a longshorman, stevedore or bargeman will be foreign to the students. Material that is strictly oriented to such careers may use terms that are foreign to the students.

4. Storage facilities. Materials should be purchased with thought given to space available. If your area is extremely small, the acquisition of large media will not enhance the center. Can the media be used in the correct way in the given space? Thought should always be given to how these materials are used and how much space is needed to fully utilize the media.

5. Readability. Find out what the readability level is for your students. Are there a large number of students reading above grade level? Below grade level? If possible, use the reading teachers' services to aid you in determining the worth of media. If there is no reading teacher in your school, you can use the FOG index. The FOG index is a measuring technique which finds the approximate grade level of the vocabulary in a book. This task does take time (you need to make a count at least 10 times in each book previewed), but you will have a good idea of the readability level just by looking at media after you have used the FOG a number of times. To find the readability of a book:

A. Select any 100 word section in the book. Count the number of sentences in the 100 word group. Stop the sentence count with the sentence which ends nearest the 100 word count. Divide the total number of words in the passage by the number of the sentences. This gives the average length of sentences in the passage.

B. Count the number of words of three syllables or more per 100 words. Do not count words that are (1) capitalized, (2) combinations of short easy words (butterfly and bookkeeper), or (3) verb forms which are made of three syllables (like created). This gives the percentage of hard words in the 100 word passage.

C. Add the two factors: the average sentence length plus the number of words of three syllables. Multiply the sum by .4 (0.4). The result is the approximate reading level of the material. Example:

Hans Brinker by Mary Mapes Dodge
6 sentences in 100 words- average number of words per sentence 16.6
Number of 3 or more syllables per word- 5
Total of two factors- 21.6
Multiply by .4
Result- 8.6 reading grade level
The Grapes of Wrath by John Steinbeck
8 sentences in 100 words- average number of words per sentence 12.2
Number of three or more syllable words- 0
Total of two factors- 12.2
Multiply by .4
Result- 4.8 reading grade level

After the reading level has been determined you need to look at the format of the material. Keep in mind the age of the reader. Is the book written at the right reading level but looks too babyish for a junior high or high school student? Are there pictures or is the media all writing? Is the print very large, easy to read, or very tiny and hard to read?

6. Interest. Does the media being considered look interesting? If in book form, does it get your attention?

7. Adaptability. Is the material adaptable? Could it be used individually in a small group or class situation? Can it be adapted for use in different classes? For example, "Musicians At Work" is an excellent music kit but could not readily be used in too many other settings.

8. Demand. Is the career information the type that would be in demand? Certain careers are always popular with a large number of students. Thought should be given to careers in demand as well as choosing a variety of unknown career areas. The best way to find out what it is that is in demand is to survey the student body prior to the purchase of material. By asking students what careers they are interested in learning about, you will acquire a working knowledge that can be a foundation for purchasing.

Becoming familiar with the type of material on the market is important. The following is a list of the different categories of material:

A. Hands-on Material. This type of material gives students the opportunity to try their hands at a job situation. For example, a hands-on kit for a carpenter would include nails, hammer, and wood to allow the student to experience building process. (See section on Activities on hands-on materials).

B. Audio-Visual Material. Films, film loops, transparencies, give students the opportunity to visually experience a career. Possibly your school or school district employs the service of a media specialist. This person can be of great help in the determination of suitable audio-visual career material.

C. Printed Material. This category is probably the largest. In this category belong the following:

Books

Biographies - These give an account of the life of a person in a particular field of endeavor. Problems this person has had in obtaining the career and advancing in it will be described.

Fiction - These are stories about individuals in different lifestyles.

Occupational Facts - Books such as these deal with the requirements, duties, qualifications and preparation necessary to obtain a specific career. In these books the facts in respect to the job are stated, including the disadvantages and advantages. Under this category would go occupational briefs, guides, monographs, and abstracts.

Periodicals

A number of popular magazines contain career information useful to students. For example Glamour Magazine has a monthly column on careers. Many magazines are devoted exclusively to career information for students. Career World Magazine is such a magazine. It is published twice a month and used by junior high and high school students. A few periodicals are published by government agencies to keep the public informed on up-to-date career information. Counselor-oriented periodicals keep counselors informed on the changing job market.

D. Free Information. Free information is readily available, ranging from brochures to complementary kits. Free materials can be broken down into three major categories:

1. Free material from government agencies and departments.

2. Free material from colleges, universities, junior colleges, trade schools and vocational schools, and apprenticeship programs.

3. Free material from business and industries.

Free material from colleges, universities, junior colleges, range from brochures, catalogs and data sheets giving all the necessary information in regard to career opportunities. Writing to these different organizations gives the center a wide range of educational plans for students to explore. Most federal agencies publish materials that are free to schools. The superintendent of documents, US Government Printing Office, is a prime example. Single copies of numerous material are free upon request with quantities being purchased for relatively little expense.

The departments listed below all publish material related to careers. These are just a few of the many government agencies that publish free minimal material.

Department of Defense

The armed forces are delighted with supplying material to the schools. Each of the branch services publishes material for recruiting.

Department of Health, Education and Welfare

Career opportunities in these areas are available in a series of pamphlets.

Department of Agriculture

Many brochures are published telling about the numerous jobs in Agriculture. Besides career information, excellent material concerning agriculture problems are published.

Department of Commerce

The department published brochures on the various aspects of business.

National Aeronautics and Space Administration

For students interested in space related careers, NASA publishes excellent material on the wide range of careers.

These are just a few of the numerous government agencies that are helpful in setting up career information.

The third category of obtaining free material is that of business and industry. A number of large companies have extensive career information. Most of the material discusses the job opportunities available with the organization and are used to recruit workers. In some cases public relations departments have published career oriented material for the public's benefit.

After considering suitability and kinds of materials, use sources such as the following list to find what you need. RCU in

Phoenix, Career Education Clearinghouse (CEC), Research Coordinating Unit, 1535 West Jefferson Street, Phoenix, Arizona, 85007, and the county based projects are an excellent beginning point to explore materials you may want to borrow and/or purchase. The following section on activities will give suggestion about ways to use the materials once you have collected them.

Bibliography of Materials

P.I.E.S., Picture Interest Exploration Survey, Educational Achievement Corporation, Post Office Box 7310, Waco, Texas, 76710, $350.

Handbooks of Structured Experiences for Human Relations Training, Volumes I, II, III, IV, V, University Associates, 7596 Eads Avenue, La Jolla, California, 92037, $5 each.

Cassettes Unlimited, Roanoke, Texas, 76262, Various occupations, 198 different choices, $4.90 per tape.

The Fascinating World of Work, National Career Consultants, 9978 Monroe, Dallas, Texas, 75220, Includes Education, Sales, Accounting, Auto Mechanics, Attorneys, Electricians, Secretaries, Nursing, Machinists, Writers, Truckers, Civil Engineers, $320.

Career Ed. Program, Exploration and Preparation, Activities throughout these volumes are suggested to implement career education, $15 per volume.

Activities for succeeding in the World of Work, McKnight and McKnight Publishing Company.

Keys, S.R.A. Various filmstrips and cassettes on 10-12 occupations. This is great to use in class, small groups, or with an individual.

Career Opportunity Boxes, Houghton Mifflin Company, 777 California Avenue, Palo Alto, California, 94304. There are five boxes of job information associated with five major academic areas: English, Social Studies, Math Science and Foreign Languages. Each box contains from 100-125 cards describing a particular job related to the subject concerned. Designed for class or individual use. $48 each.

Career Planning Programs, Houghton Mifflin Company, 777 California Avenue, Palo Alto, California, 94304.

Occupational Awareness Mini Briefs Kits, These are brief career outlines of occupational information that relate to academic areas such as English, P.E., Music, and Social Studies.

The World of Wheels, The Children's Press, 3501 West Sahuaro, Phoenix, Arizona, 85029, 3 books, $13.47.

The Work World of Health, Children's Press, 3501 West Sahuaro, Phoenix, Arizona, 85029, 3 books, $13,47. These books are very well written on a low reading level. The pictures and format are excellent. Could be used in grades 5-9.

Job You Want, About Her, About Him, You Said It, You Pay For It, It's Up To You, Teacher's Source. These books give students a chance to look at themselves and their futures. They discuss adolescent growth, finding a job, and the responsibilities that go along with entering the work force. McGraw Hill, $14.41 each.

Business Math on the Job, Text and Workbook. Math or Business Education classes will like this book as it shows the practical application of math as it relates to the working world. It begins with simple, arithmetic (subtraction and addition) and progresses to advanced math. Could be adapted to individual math classes. McGraw Hill.

People Who Create Art, People Who Help Others, People Who Organize Facts, People Who Make Things. Guidance Association, 41 Washington Avenue, Pleasantville, New York, 10570, $37.50 ea. These filmstrips discuss jobs in the various areas mentioned. They are excellent for junior high and high school use on an individual or group basis.

Discovery. Scholastic Book Service, 904 Sylan Avenue, Englewood Cliffs, New York. This kit contains filmstrips and student workbooks to explore the area of personality, goals, values, lifestyle and work. Very good for implementation into classroom. Could be used 7-10, possible higher levels.

Development of Feelings in Children. Parents Magazine, Inc., 52 Vanderbilt Avenue, New York, New York, $49. If junior high or high school students are interested in finding out how children think and feel, this is a good series of filmstrips for them to use. Home Economics could use this kit successfully with their Child Development section.

Careers in T.V. Miller-Broday Products, 342 Madison Avenue, New York, New York, 10017, $20.50. This filmstrip discusses the careers available in the television industry. Gives a good account of the jobs.

Find a Career in Auto Mechanics. G. P. Putnam's Sons, Coward, McConn and Geoghegan, $3.86. A good reference book on the qualifications needed to be an auto mechanic.

Career Filmstrips from Feick-Vaughan Association. Instructional Materials, 145 Stuyvesant Drive, San Anselmo, California, $10.95 each. Filmstrips in this series range from architect to recreation worker. They are somewhat short but do state the facts about the specific jobs.

Career-dex ($95) and Carreras ($24.95). Career Associates, PO Box 2316, Newport Beach, California. The Career-dex is a must for a center. It gives you the names and addresses of organizations where you can obtain information on specific careers. Carreras is a set of transparencies in Spanish which discuss getting a job.

Careers in the Fashion Industry. Singer Ed. Division, 3009 West Yucca, Phoenix, Arizona, $120. This is one of the kits that could be purchased by the Home Economics Department as its use is limited to one department.

Singer-Job Survival Kit. This is an excellent kit for teacher or counselor use in the center or in the classroom.

Adolescent Experience- Emotion- Values- Goals. Guidance Association, $41.50 each. Guidance Association publishes a series of excellent filmstrips and these are a prime example. These are excellent to be used with junior high and high school students.

Career Education Clusters. Westinghouse, Learning Press, 100 Park Avenue, New York, New York, $238. These are a series of filmstrips broken down by clusters. They give a direct look at careers in each cluster area presenting the advantages and disadvantages.

Public Affairs Pamphlets. Public Affairs, 381 Park Avenue, South, New York, New York, 10016. $3.50 for 15 issues, $6.00 for 30 issues, $8.00 for 45 issues. These pamphlets offer valuable information in regard to careers, child development family relations and intergroup relations.

Careers: A Supplemental Reading Program. Harcourt-Brace-Jovanovich-Polk-Geary, San Francisco, California, 94109. A self-directed, self-paced reading program on three reading levels discussing 96 careers. Good for junior high and high school.

Career Tips Posters. Career Publishing, Inc., 928 North Main Street, PO Box 5486, Orange, California, 92667. One dozen, $19.50 a set, six dozen, $16.00 a set. Posters present a brief appraisal of 16 of the most popular careers.

Occupational Outlook Handbook and Quarterly Reprints

Volume 15:4 Putting a Bachelor of Arts Degree to Work, Winter 1971
15:4 Toward Matching Personal and Job Characteristics, Winter 1971
16:1 Occupational Outlook Handbook in Brief, Spring 1972
17:3 What Are Earnings?, Fall 1973
17:3 The Paraprofessions, Fall 1973
18:2 Occupational Outlook Handbook in Brief, Summer 1974

Additional Sources

Index of Manpower Publications

Publications of the Bureau of Labor Statistics

The following can be obtained from the stated various sources.

25 Technical Careers You Can Learn in 2 Years or Less, U.S. Office of Education, Washington, DC

Annual Reports of the National Advisory Council on Vocational Education. 425 13th Street, Northwest, Suite 412, Washington, DC 20004. Telephone (202) 962-0781

Titles: Annual Report Vocational Education Ammendments of 1968 Public Law 90-576 for reports issued 7/15/69, 11/15/69, 7/10/70, 1/16/71, and 6/21/71.

Indian Education, A Special Report, 12/73

6th Report Counseling and Guidance: A Call for Change 6/1/72

7th Report Vocational Student Organizations 11/15/72

8th Report A National Policy on Career Education 9/74

Annual Reports of the Arizona State Advisory Council for Vocational Education, F.R. Vihel, Executive Secretary, 1810 West Adams, Phoenix, Arizona 85007 (602) 271-4263 (Available from State Department).

Titles: Second Annual Report 1971
Third Annual Report 1972
Fourth Annual Report on Vocational Education fy 1973
Fifth Annual Report on Vocational Education fy 1974

Periodical Publications of D.E.S.

Arizona Manpower Newsletter Monthly

Phoenix Area Manpower Newsletter, Monthly, Also Tucson and other areas and State.

Phoenix Area Manpower Review, Twice a year, Also Tucson and other areas and State.

Economic Indicators, Every Other Month

The following can be obtained from the United States Department of Labor, Bureau of Labor Statistics, Box 36017, San Francisco, Calif. 94102. All are Free. The additional listing also includes very inexpensive material.

Special Labor Force Reports

Number 148 Educational Attainment of Workers, March 1972
150 Jobseeking Methods Used by Unemployed Workers
151 Employment of Recent College Graduates, Oct. 1971
152 Changes in the Employment Situation in 1972
153 Marital and Family Characteristics of the Labor Force, March, 1972
154 Children of Working Mothers, March, 1973
155 Employment of High School Graduates and Dropouts, October, 1972
156 The U.S. Labor Force: Projections to 1990
157 Job Losers, Leavers, and Entrants: Traits and Trends
158 Young Workers: in School and Out
159 Going Back to School at 35
160 Education of Workers: Projections to 1990
161 Educational Attainment of Workers, March 1973
162 Work Experience of the Population in March 1972
163 Employment and Unemployment

Monthly Labor Review Reprints

Number 2834 "Professional Manpower: the Job Market Turnaround", October 1972
2903 "Absence from Work--a Look at Some National Data", July 1973
2730 "Differences in Hourly Earnings Between Men and Women", May 1971
2902 "A 25 Year Look at Employment as Measured by Two Surveys", July 1973

Films: Public Information Officer, Bob Golden (602) 271-5392
Audio-Visual Services, ASU, 965-5073
Audio-Visual Building, U of A, 884-3282

Twelve titles of 20-25 minute films: originally a tv series on career education and edited for school program use.

THE CONCEPT, MOVIN' RIGHT ALONG, FROM THE GROUND UP, IDEAS IN ACTION, MUSIC TO MY EARS, IN THE PUBLIC EYE, BUY, SELL OR TRADE, MORE THAN JUST A GAME, RX, CHARLIE WANTS TO WRITE, CAREERS IN TOURISM, COOPERATIVE EDUCATION

The following can be obtained from the Arizona State Department of Economic Security, 1717 West Jefferson, Phoenix, Az. 85007

Make inquiries to: Mr. Frank Naylor, Director (602) 271-4753
Labor Market Information
PO Box 6123
Phoenix, Az. 85005

D.E.S. Publications, Department of Economic Security, 1974

Annual Reports of the Department of Economic Security

Arizona Employment Directions to 1987, Department of Economic Security August 1973

Directory of Manufacturers, 1974, Department of Economic Security (limited)

Arizona Occupational Briefs, 1973, Department of Economic Security

Apprenticeship Information, 1973 Department of Economic Security

Arizona Manpower Review, Feb. 1974, Department of Economic Security

Pamphlets:

Finding a Good Job in the Want Ads April 1973 D.E.S.

For Guys and Gals Who Are Looking for Summer Jobs, Presidents Council on Youth Opportunities, 1969

How to Prepare a Salable Resume April 1973 D.E.S.

How to Prepare Yourself for Job Interviews D.E.S.

Job Talk (Monthly) D.E.S.

Sample Resume 1973 D.E.S.

The Job Seeker, (Monthly) D.E.S.

Job Seeker Tips Posters. Career Publishing, Inc., 928 North Main Street, PO Box 5486, Orange, California, 92667. One dozen, $19.50 a set, six dozen, $16.00 a set. Series of 16 techniques on how, why, when and where of job hunting.

Bibliography of Free Materials by Julie Schwartz

The following can be obtained from the Arizona State Department of Education, 1535 West Jefferson, Phoenix, Az. 85007

Make inquiries to: Mr. Gene Dorr, Assistant Superintendent
Career and Vocational Education

Dr. Beverly Wheeler, Director (602) 271-5392
Resource Coordinating Unit

Arizona Career Education Matrix, 1973

Arizona Career Education--What Is It? Arizona Career Education Clearinghouse, Wheeler, B. June 1973

Career Education and You the Teacher, Arizona Career Education Clearinghouse, Wheeler, B. March 1974

Career Education Clearinhgouse Bibliography and Index, 1973

Career Education in Arizona, Arizona Department of Education, 1973 Out of Print

Career Education: Leadership in Learning, Arizona Department of Education 1973

Question and Answers About Career Education, Arizona Career Education Clearinghouse, Wheeler, B. June 1973

Why Career Education in Arizona?, Arizona Career Education Clearinghouse, Wheeler, B. June 1973

Pamphlets: Public Information Officer, Bob Golden

"Career Education: Parent and Community Involvement" 1974

"Some Tips on Speaking" 1975

"The State of Career Education" Available June 1975

U.S. Manpower in the 1970s, Opportunity and Challenge, U.S. Department of Labor, 1971. Publication costs 55¢, and there is a slide set also available.

Consumer Information: An Index of Selected Federal Publications of Consumer Interest, Spring 1975. Public Documents Distribution Center, Pueblo, Colorado 81009. Sample Titles: free and inexpensive:
Budgeting for the Family, Teenagers' Guide to Babysitting, Used Furniture, Merchandising Your Job Talents. (250 total)

Bibliography of Career Education Publications, Center for Vocational and Technical Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio, 43210 (also Cent-O-Gram monthly publication)

Master Bibliography In Career Education, Center for Career Education, Arizona State University, Dr. G. D. McGrath, Director. Tempe, Arizona.

Values Bibliography Compiled by University of Arizona Career Education Project, Brenda B. Even, Ph.D., Betty J. Newlon, Ed.D., and Suzanne E. Delap

Can of Squirms, American History. Contemporary Drama Service, Arthur Meriwether, Inc., 1969. Kit-Leader's guide, scoring sheets, 100 discussion questions, extra question sheets, timer.

Grades 9-12.

Encourages meaningful, interesting dialogue between individuals through role-playing which is pertinent to the given age level.

4.95 Pennant Educational Materials

Can of Squirms, College. (College age) Same as above.

Can of Squirms, Generation Gap. (Grades 9-Adult) Same as above.

Can of Squirms, High School. (Grades 9-12) Same as above.

Can of Squirms, Intermediate. (Grades 4-6) Same a. above.

Can of Squirms, Junior High. (Grades 7-9) Same as above.

Can of Squirms, Primary. (Grades K-2) Same as above.

Can of Squirms, Teen-age Sex Education. (Grades 9-12) Same as above.

Career Values: What Really Matters to You? Guidance Associates, 1974. Kit-5 full color filmstrips, 5 cassettes, 1 teaching guide.

Grades 9-12.

Contents: 1. Introduction 79 fr/13 min. 2. Environment 75 fr/10 min. 3. Chance-Taking 72 fr/10 min. 4. Commitment 66 fr/10 min. 5. Time 71 fr/9 min.

Teaches the concepts and skills needed to apply personal values to career decisions.

99.00 Guidance Associates.

Clarifying Values Through Subject Matter, applications for the classroom, by Sidney B. Simon, Merrill Harmin, Howard Kirschnnbaum. Winston Press, Inc., 1973. 144 pp.

All grade levels.

Offers one approach for making classrooms more relevant to the world of change, confusion, and conflict through the exploration of teaching a process of valuing in subject areas and subject matter.

2.50 Adirondack Mountain Humanistic Education

The Coping With Series, by Shirley Schwarzrock and C. Gilbert Wrenn. American Guidance Series, Inc., 1973. Includes a manual and 23 booklets.

Grades 7-12.

The Facts and Fantasies Books
  Facts and Fantasies About Drugs
  Facts and Fantasies About Alcohol
  Facts and Fantasies About Smoking

The Getting Along With Others Books
  Living With Differences
  You Always Communicate Something
  Understanding the Law of Our Land

The You-Yourself Books
  My Life--What Shall I Do With It?
  Do I Know the "Me" Others See?
  Crises Youth Face Today
  Changing Roles of Men and Women
  Can You Talk With Someone Else?

The Crutches Books
  Some Common Crutches
  The Mind Benders
  Alcohol as a Crutch
  Food as a Crutch

Easing the Scene
  In Front of the Table and Behind It
  To Like and Be Liked

I'd Rather Do It Myself, If You Don't Mind
  Living With Loneliness
  Parents Can Be A Problem
  Grades, What's So Important About Them, Anyway?

This series of booklets is an attempt to present helpful information, in readable segments, concerning many of the interests, concerns, and frustrations of youth in today's changing world.

20.00/set American Guidance Association

Creating Your Future, A career-based, process-oriented instructional system for underachieving adolescents and adults. Education Achievement Corporation, 1972. Kit-Leader's manual, Plan of Action Manuals, Commitment Stamp Books, clue cards, pre-course and post-course self-image inventories, Time Analysis Work sheets, 12 cassettes, ditto masters.

Grades 9-Adults (30 students)

Designed to meet the needs of nonacademically oriented youths and adults. Emphasizes attitude formation, interest determination, motivation, goal-setting, and leadership skills development.

$625.00 Education Achievement Corporation

Cruel, Cruel World. Pennant Education Materials, 1971. Game-Leader's guide with discussion questions, game board, 4 score boards, scoring pegs, dice, markers and instructions.

Grades 6-Adult (2-4 players)

A useful tool in relating to real-life situations, Develops an understanding of the values involved in personal decisions and goals.

8.50 Pennant Educational Materials

Deciding, by H. B. Gelat et. al. College Entrance Examination Board, 1972.

Grades 7-9.

A course of study designed to aid students in making well-informed and well-considered decisions about themselves, their education and their future.

4.00/set College Entrance Examination Board

Decisions and Outcomes, H. B. Gelat et. al. College Entrance Examination Board, 1973.

Grades 10-12.

Presents a course of study in the development and application of decision-making skills.

4.00/set College Entrance Examination Board

Effective Communications, by Jefferey Schrank. Argus Communications, 1974. Kit-Leaders Manual, 4 cassettes and spirit masters.

Grades 7-12.

A cassette program designed to expand awareness and improve self-expression. Explores the following topics: Art of Listening, Awareness of Feelings, Speech Mannerisms and Body Talk, Attacking and Defending.

27.50 Argus Communications.

Exploring Your Feelings. Guidance Associates, 1973. Kit-2 full color filmstrips, 2 cassettes, 1 teaching guide.

Grades 7-9.

Contents: 1. Introduction 91 fr/11 min. 2. The Game 79 fr/7 min.

Defines emotions and explores what causes them. Stresses the need for young people to learn to understand, accept, and deal with their own emotions and to develop sensitivity to the feelings of others. Self-awareness.

38.25/set Guidance Associates.

Feelin'. Argus Communications, 1974. Game- 30 subject cards, an emotion spectrum board and 36 wooden tokens.

Grade 7-Adult.

A fun, interesting, non-threatening game that helps students become aware of emotions and values.

8.50 Argus Communications, Niles, Illinois, 1973.

Focus on Self-Development -- Stage 1: Awareness, developed by Judith Anderson et.al. Science Research Associates, c1970. Kit-Teacher's guide, 5 color filmstrips, 7 cassettes, 20 (17" x 22") black and white Photoboards (2 sides), an easel, Here I Am pupil activity book (25), Counselor's Handbook.

Grades K-2 (class of 25 students)

Emphasizes development of awareness of self, others, and environment. Topics include self-concept development, awareness of environment through senses, socialization, sharing and problem solving.

121.00 Science Research Associates

Focus on Self-Development -- Stage 2: Responding, developed by Judith Anderson and Patricia Miner. Science Research Associates, c1971. Kit-5 color filmstrips, 7 cassettes, 20 (17" x 22") black and white Photoboards (2 sides), an easel, The Me I Know student activity book (25), Teacher's guide.

Grades 2-4 (25 students)

Stories and activities encourage child's responses to his personal, social, emotional and intellectual life. Topics include self-concept, abilities, limitations, interests, concerns, communications, companionships, acceptance, and rejections.

135.50 Science Research Associates

Focus on Self-Development -- Stage 3: Involvement, developed by Judith Anderson and Melody Herner. Science Research Associates, c1972. Kit-6 color filmstrips, 7 cassettes, 20 (17" x 22") black and white Photoboards (2 sides), an easel, Being Me pupil activity book, Teacher's guide.

Grades 4-6.

Emphasizes involvement with self, others, and the environment. Topics focus on concept, causes of behavior, problem solving, self, emotions, experience choosing, learning responsibility, physical environment, communication, family relationships.

121.00 Science Research Associates

First Things: Guess Who's In A Group. Guidance Associates, 1970. Kit-3 color filmstrips, 1 cassette, 1 discussion guide.

Grades K-3.

Contents: 1. Guess Who's In a Group 51 fr/6 min. 2. Part II 52 fr/7 min. 3. Part III 37 fr/5 min.

Introduces primary grade children to basic concepts of their social and physical environments.

19.35 Guidance Associates

First Things: The Trouble With Truth. Guidance Associates, 1972. Kit-2 color filmstrips, 1 cassette, 1 discussion guide.

Grades K-3.

Contents: 1. The Trouble With Truth 59 fr/7 min. 2. Part II 56 fr/8 min.

Each part dramatizes an unresolved situation inviting classroom discussion about the problem of whether or not to tell the truth.

19.35 Guidance Associates.

First Things: What Happens Between People. Guidance Associates, 1970. Kit-2 color filmstrips, 1 cassette, 1 discussion guide.

Grades K-3.

Contents: 1. What Happens Between People 64 fr/8 min. 2. Part II 41 fr/5 min.

Introduces primary grade children to basic concepts of their social and physical environments.

19.35 Guidance Associates.

First Things: What To Do About Rules? Guidance Associates, 1972. Kit-2 color filmstrips, 1 cassette, 1 discussion guide.

Grades K-3.

Contents: 1. What To Do About Rules? 59 fr/7min. 2. Part II 43 fr/8 min.

Each part dramatizes an unresolved dilemma inviting classroom discussion about rules.

19.35 Guidance Associates.

First Things: You Got Mad: Are You Glad? Guidance Associates, 1970. Kit-2 color filmstrips, 1 cassette, 1 discussion guide.

Grades K-3.

Contents: 1. You Got Mad: Are You Glad? 54 fr/6 min. 2. Part II 52 fr/7 min.

Introduces primary grade children to basic concepts of their social and physical environments.

19.35 Guidance Associates.

For Parents and Teachers: Playing It Straight With Youth, by Father John B. McCall. Hi-Time Publishers, Inc., 1972 96 pp.

Grades 7-12.

Studies authority as seen from both a psychological point of view and in relation to the religious field. Then proceeds to help teachers and parents develop two skills: that of clarifying their own values and that of communicating better with others, especially teenagers.

2.15 Pennant Educational Materials.

Guidance Series Booklets -- Personal and Social Guidance. Guidance Associates, 1973. 28 booklets by various authors, 48-56 pages each.

Grades 9-12.

Becoming a Good Leader
Building Your Philosophy of Life
Enjoying Leisure Time
Exploring Your Personality
Exploring Your Values
Facts About Alcohol
Facts About Juvenile Deliquency
Facts About Narcotics and Dangerous Drugs
Facts About Smoking and Health
Facts About Venereal Disease
Getting Along With Others
Girls and Their Futures
Growing Emotionally
Growing Up Socially
How to Increase Your Self-Confidence
How to Live with Parents
Looking Ahead to Marriage
Making and Keeping Friends
Understanding Dating Relationships
Understanding Love
Understanding Sexuality
Understanding the Other Sex
Understanding Yourself
What is Honesty?
What Tests Can Tell You About You
Where Are Your Manners?
You and Your Health
Your Behavior Problem

Uses "now" format, language, and illustrations to discuss personal and social issues relevant to teenagers.

36.50/set Guidance Associates

Helping Hands, play-by-colors, originated by Bert Simpson. Pennant Educational Materials, 1973. Kit-Playing board, markers, value cards and leader's guide with discussion questions.

Grades K-3 (2-6 players)

Provides opportunity for the teacher to discuss values with the class, showing the importance of sharing and working towards a common goal.

8.50 Pennant Educational Materials

Human Values in the Classroom: teaching for personal and social growth, by Robert C. Hawley. Education Research Associates, 1973. 138 pp.

All grade levels.

A basic approach to teaching and learning based on human needs and human values. Describes many specific teaching techniques and classroom procedures which promote personal and social growth.

3.75 Education Research Associates

I am Loveable and Capable, a modern allegory on the classical put-down, by Sidney B. Simon. Argus Communications, c1973 (Pamphlet)

Grades 7-Adult.

Traces those events in a student's day which either add to his self-respect or make him feel rejected.

10 copies/4.00 Argus Communications

Interpersonal Communications, by Jefferey Schrank. Argus Communications, 1974. Kit-Leader's manual, one cassette and spirit masters.

Grades 7-12.

Designed to develop listening and communication skills. Part I discusses Listening: Problem Solving vs. Dead-End Responses. Part II discusses Talking: Honest Communication vs. The Hidden Message.

14.75 Argus Communications

Junior Guidance Series Booklets -- Personal and Social Guidance. Guidance Associates, 1973. 7 booklets by various authors, 40 pages each.

Grades 7-8.

About Brothers and Sisters
All About You
Getting Along with Parents
Your Problems: How to Handle Them
How to Get Along with Others
What You Should Know About Smoking and Drinking
You're Maturing Now

Uses "now" format, language, and illustrations to discuss personal and social issues relevant to pre-teens.

11.75/set Guidance Associates

Making Sense of Our Lives, Units I, II, and III, by Merill Harmin. Argus Communications, 1974. Kit-Teacher's guide and resource booklet, 8 (14" x 21") full color posters, 8 spirit masters in each unit.

Grades 7-Adult.

Helps people clarify their values and provides success-oriented techniques for learning to grapple with frustrations of both personal and social nature.

25.00/set Argus Communications

Making Value Judgments: Decisions for Today, by Carl A. Elder. Charles E. Merrill Publishing Company, 1972. 194 pp.

Grades 7-12.

Helps young people clarify their values and gives them a better understanding of decision-making processes. Using the inquiry approach, the book encourages discussion of problems facing the individuals in the classroom today.

4.60 Pennant Educational Materials

Motivation for Career Success, a career-based, process-oriented instructional system. Education Achievement Corporation, 1972. Kit-Leader's manual, Plan of Action Manuals, Commitment Stamp Books, clue cards, pre-course and post-course self-image inventories, Time Analysis Work Sheets, 12 cassettes, spirit masters.

Grades 9-12 (30 students)

Presents concepts that are critical to career success through an inquiry method that leads to self-discovery and motivates the student to explore the best ways to capitalize upon his strengths and abilities. Focuses on development of such skills as valuing, communication, relating, problem-solving, decision-making, managing time, and goal setting.

625.00 Education Achievement Corporation

Match Wits! originated by Bert Simpson. Pennant Educational Materials, 1973. Game-4 sets of situation cards and 1 pad of score sheets.

Grades 4-Adult (2-40 players)

Players develop a fundamental awareness of the range of possible behaviors and attitudes caused by withholding value needs, and the sharing and enhancement of value needs.

Myself, The Human Values Series, by V. Clyde Arnspiger, et. al. Steck-Vaughn Company, 1967. Student textbook and teacher's edition.

Grade 1.

This elementary textbook series is a study of the shaping and sharing of human values in which each person participates in the social process. The eight value categories that are covered are affection, respect, well-being, wealth, power, rectitude, skill and enlightenment.

3.54/book Steck-Vaughn Company.

Myself and Others, (Grade 2) Same as above.

Readings in Values Clarification, edited by Sidney B. Simon and Howard Kirschenbaum. Winston Press, 1973. 383 pp.

Articles on values clarification include John Holt, Milton Rokeach, Lawrence Kolberg, Uris Bronfenbrenner, Merrill Harman, Carl Rogers, et. al.

6.00 Pennant Educational Materials

Role-Playing for Social Values: decision-making in the social studies, by Fannie R. Shaftill and stories by George Shaftill. Prentice-Hall, Inc., c1967. 431 pp.

Grades 3-12.

A discussion of methods teachers may use to guide children in role-playing stories involving value dilemmas.

8.95 Pennant Educational Materials

Search for Meaning, Dimensions of Personality. A Service of the Center for Learning, Inc., 1974. Kit-Instructor's book, spirit masters and posters.

Grades 7-9.

Carefully structured units present a variety of group activity lessons that help students clarify their Values and develop understanding of their individuality. Flexible lessons are open-ended and non-judgmental. They include one-to-one, one-to-group activities.

39.95 Pflaum/Standard

Search for Values, Dimensions of Personality. A Service of the Center for Learning, Inc., 1974. Kit-Instructor's book, spirit masters and posters.

Grades 10-12.

A tool kit of strategies and techniques which can help the individual using them to see more clearly the directions his day-to-day choices are taking.

44.95 Pflaum/Standard

Tell It Like It Is! The Ungame, designed by Rhea Zakich. AuVed, c1972. Game-Instructions, game board, 2 sets of tell it like it is cards (white and yellow), dice, pawns.

Grade 1-Adult (3-6 people)

Deals with communication problems while participants have fun. It helps players begin exploring their own feelings, attitudes and motives.

7.95 Pennant Educational Materials

Value Bingo, originated by Bert F. Simpson. Pennant Educational Materials, 1973. Game-Leader's guide, tokens, statement cards, bingo cards.

Grades 4-Adult (2-40 players).

Players learn to interpret verbal statements in terms of underlying value intent. They learn to freely evaluate each statement since there is no penalty for guessing and the "correct answer" is provided after each statement is read. Ability to differentiate between enhancement and deprivational statements is quickly developed.

5.95 Pennant Educational Materials

Values and Teaching: Working with values in the classroom, by Louis E. Raths, Merrill Harmin, Sidney B. Simon. Charles E. Merrill Publishing Company, 1966. 255 pp.

All grade levels.

Presents a value theory and implements it with a values clarification method and specific instructional strategies. The illustrations are concrete examples of how a teacher may cultivate pupil skill in the process of valuing.

4.20 Pennant Educational Materials

Values Clarification, a handbook of practical strategies for teachers and students, by Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum. Hart Publishing Company, 1972. 397 pp.

Simple, practical, stimulating strategies designed to engage students and teachers in active formulation and examination of values.

3.95 Adirondack Mountain Humanistic Education

Values to Learn, The Human Values Series, by V. Clyde Arnspiger, et. al. Steck-Vaughn Company, 1967. Student textbook and teacher's edition.

Grade 4.

This elementary textbook series is a study of the shaping and sharing of human values in which each person participates in the social process. The eight value categories that are covered are affection, respect, well-being, wealth, power, rectitude, skill and enlightenment.

3.54/book Steck-Vaughn Company

Values to Live By, (Grade 6) Same as above.

Values to Share, (Grade 5) Same as above.

Valuing: a discussion guide for personal decision-making, by David S. Abbey. Human Development Institute, 1973. Kit-1 discussion guide, 1 cassette, 6 figures booklets, 1 exercise booklet.

Grades 10-12 (9-15 persons).

A self-contained program designed to teach the fundamentals of the process involved in making choices and decisions. This does not require a trained leader. It can be used with groups mixed according to age, sex, or role.

79.50 Instructional Dynamics, Inc.

The Valuing Approach to Career Education, K-2 Series. Education Achievement Corporation, 1974. Kit-The K-2 Series utilizes sound color filmstrips with read-along books, a Becoming File with spirit masters, games, a puppet, and lesson plans fully developed for more than two years of instruction.

Grades K-2.

Presents valuing as a pervasive process interwoven throughout activities designed to help the student develop vital career-education concepts and specific thinking skills. The system is designed to be taught as an integral part of the existing curriculum, and subject matter correlations are provided for each lesson.

347.50 Education Achievement Corporation

The Valuing Approach to Career Education, 3-5 Series. Education Achievement Corporation, 1974. Kit-Include sound filmstrips, cassette tapes and read-along color books, and About Me File with spirit masters, games, reading sheets, and lesson plans fully developed for more than two years of instruction.

Grades 3-5.

Same as above.

480.95 Education Achievement Corporation.

The Valuing Approach to Career Education, 6-8 Series. Education Achievement Corporation, 1974. Kit-Includes the Cluster Game, the Work Values Auction Game, spirit master sets, and lesson plan sets fully developed for three years of instruction.

Grades 6-8.

Same as above.

271.29 Education Achievement Corporation.

Who Are You? Guidance Associates, 1973. Kit-2 full color filmstrips, 2 cassettes, 1 discussion guide.

Grades 7-8.

Contents: 1. The World Around You 67 fr/7 min. 2. How You See Yourself 69 fr/8 min.

Provides a framework for the series by raising some important issues related to personality development.

44.95 Guidance Associates

Why Am I Afraid to Tell You Who I Am? John Powell. Argus Communications, 1974. 167 pp.

Grades 7-12.

Explores 40 roles people play to avoid being honest with themselves and others.

1.95 Argus Communications

Why Am I Afraid to Tell You Who I Am? John Powell. Argus Communications, 1974. 2 filmstrips and 1 cassette.

Grades 7-12.

Adapted from the book by the same name, helps viewers recognize the 40 roles Powell discusses in his book.

35.00 Argus Communications

Why Am I Afraid to Tell You Who I Am? Character Cards, by John Powell. Argus Communications, 1974. 40 (4 7/8" x 3 5/8") cards with directions.

Grades 7-12.

Illustrates Powell's catalog of 40 roles. Ideal for role-playing.

2.95 Argus Communications

Winners and Losers, by Sidney J. Harris. Illustrated by Nicole Hollander. Argus Communications, 1968. 119 pp.

All grade levels.

Succinct comments on success and failure touch on a variety of topics: personal self-image, values, motivation, and human relationships. Demonstrates through illustrations, that the "game" of life is serious business, but that humor and ability to laugh at oneself are vital.

1.95 Argus Communications

Addresses of Publishers

*Adirondack Mountain Humanistic Education Center
Upper Jay, New York 12987

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

*Argus Communications
7440 Natchez Avenue
Niles, Illinois 60648

College Entrance Examination Board
Box 592
Princeton, New Jersey 08540

Education Achievement Corporation
PO Box 7310
Waco, Texas 76710

Guidance Associates
41 Washington Avenue
Pleasantville, New York 10570

Instructional Dynamics, Inc.
166 E. Superior St.
Chicago, Illinois 60611

*Pennant Educational Materials
Box 20633
San Diego, California 92120

*Pflaum/Standard
2285 Arbor Road
Dayton, Ohio 45439

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

*Steck-Vaughn Company
Box 2023
Austin, Texas 78767

*Good sources for Value Bibliography

Cecilia Ann Pfeiffer
1725 East Limberlost, #303
Tucson, Arizona 85704

Susan W. Jernigan
11 South Orange Grove Road, #531
Tucson, Arizona 85719

ACTIVITIES

Activities are designed to enhance the use of materials available. Depending upon the degree of complexity of your Center, your activities may vary from just showing Career World magazines to designing a nine-week unit using various resources. Activities should take into consideration the grade level, reading ability, size of participating group and available time. The following breakdown of materials and activities according to the center level will aid you in the use of your center.

Level A functions with very little or no regular staffing; therefore, the material must be such that students can work independently. An activity for either students or staff members would be to organize and operate the center for Level A. Some ideas might include the following:

> Have the students make a survey of the library holdings and compile a list of materials available in the area where the center is located. This activity could be part of an English assignment on how to use the library and its resources.
>
> Develop a handout for surveying teachers' resource materials; in the handout explain how great it would be if the entire school could have access to all resource materials. Encourage the Art of Sharing!
>
> Talk to the librarian or counselor about demonstrating materials that are available in the centers.

Begin a career information file and educational programs by sending letters to businesses and community representatives requesting free career information. An idea for an activity is to use your beginning typing classes to help type the letters and send them out.

Use an English class or a marketing class to develop a survey to poll the career interests of the students and include their suggestions when establishing the career files.

Create bulletin boards, displays, and interest centers that could relate to a different career area each month. These activities could be done through classes for credit and actually set up in the classrooms.

Periodicals are very useful for the students to use on their own. Selection of magazines such as the *Career World* series by Curriculum Innovations, Inc., are easy for students to use and understand. Comic books (Popeye series), which are career oriented, are good for center use especially since the reading level appeals to the less proficient reader. Periodicals cover a wide range of interest and maturity levels in each type of publication. An activity that could enhance the use of these readings is to develop a simple career survey sheet for students' use. It could include such things as what does the worker do, educational requirements, benefits, salary, etc. Or have students write brief summaries of what they have read for an English class.

Books are very effective in the Level A center as they can be used in the center as well as be taken home on a check-out basis if the center has such a service. Careful attention should be given to books which are easy to follow and have an understandable vocabulary.

Sets such as Open Door Series, Vocational Biographies, Acro Series, Your Future In ________ are all books which students can use independently.

If you have reading class, the Coping With Series as well as the Open Door Series can be used in class as a reading supplement. If you can have the students develop career booklets of their own design that demonstrate a career they have read about or are interested in.

Free information is a must for the Level A center. Writing to large companies, government agencies, and stage agencies. will yield an overabundance of material which can be filed according to the occupation's title. (See section on Selecting Materials). These files enable students to look up various materials on their career interests. If vocabulary in the brochures is high, a vocabulary list could be attached to aid student comprehension. Another asset included in the acquisition of free material is that free materials have simplified order procedures which permit rapid acquisition.

Audio-visual materials must be carefully selected since students will be working on their own. Are there slide projectors, filmstrip viewers and other AV equipment available for student checkout; and, if so, are they easily operated without a teacher's assistance? Selection of filmstrips, and slides,. must be such to provide students with a clear and accurate picture of the career areas. In addition, the materials should have user appeal.

Since the Center does not have a paraprofessional or aide, careful consideration should be given to AV company policies in regard to replacement of filmstrips and films. Can a tape or filmstrip be replaced? Is there an added cost? Does the company have a repair service? Are all questions asked and answered prior to purchase of materials? As mentioned, free information and vocabulary lists could also be included with AV material to aid student comprehension.

If tape recorders are available, suggest that some students do interviews of various workers in the community. If transportation is a problem, have students interview their parents or school workers. Another idea would be to take slike pictures if cameras and film are available. These projects could be used in class or in the center.

Hands-on material can be very successful in an unsupervised area. Using a kit such as SRA's Job Experience Kit, students select a career interest, read a programmed book in regards to the chosen career, then work hypothetical situations which occur in such a job. For example, the plumber section has the students work with various lengths of pipe and fittings to become familiar with terminology and types of pipe, and then decide which piping is suitable to use in a problem situation. This type of kit allows students to work independently yet receive feedback as they progress through the problems.

Hands-on kits can be developed in your school. Many of the visual technical arts teachers are glad to assist in developing kits or special projects. A useful book to use is called Work Jobs, which will present many ideas for kits. (In one elementary school woodshop, electronics and drafting classes developed an electronic math board.)

In the Level B, some assistance is available to students; therefore, the media in the center can include media that needs demonstration or explanation. The complexity of media can be increased to include a higher vocabulary since explanation can be given. With regards to organization and operations of a Level B center, besides including all the Level A activities, you might consider the following:

1. Par-time staffing for the career center could facilitate in the demonstration of the center and also give supervision to student office aides.

2. Contact the State Department of Education Cadra Teacher Program to gain on-campus teacher assistance in organizing the Center and orienting the staff to its benefits.

3. Check into State, Federal or Foundations funding to provide additional money for materials (e.g., Research Mini-Grants).

4. By polling the school population, determine where the center will facilitate the most people. If one center location is to be used, such as a room, it would be a good idea to establish satellite areas (see attachment A) which correspond to the academic areas. If a room is used, determine what is needed to make the center work. (See section on location).

5. Assess what career information may already be available in the library and coordinate this through the use of a guide that tells the user in which part of the school materials are located. This information may be compiled in a directory that can be easily used.

6. To obtain career material, there are several methods. Use the Career-Dek, which is a deck of 3 x 5 cards with addresses of various companies and organizations, to get career information for ten to twenty cents. You can use community resources by sending letters requesting career information (See attachment B). The military is another good source for obtaining posters, racks and career information. Students that are aides in the center can send out the letters and do the calling to local places. Once materials have been accummulated, organize it in the filing cabinets by career clusters, in alphabetical order by occupation or by a method that meets your school's needs.

7. If shelves are available, you could divide them into three areas: college and career school catalogs; career resource materials such as kits, in-class activities, field trip materials, speaker lists, and the third section devoted to classroom materials, testing materials and reference books such as Occupational Outlook Handbook, Guide to Colleges, Guides to Vocational and Technical Schools.

The coordinator of the center may go into the classroom and give a presentation on the use of the center and the programs. In this demonstration, you might include the use of the directory for career information, show resources that are available, give examples of testing materials and kits. An explanation of various programs and activities would be helpful, too. Another way to demonstrate the center would be to set up small groups of students and teachers for a tour of the facility. A formal opening of the center may also be used to invite parents, students and staff. (See more suggestions in the section on public relations).

A *student work force* can be organized to handle the operations of the Center. The students can receive credit through school work experience programs in your school and be scheduled during each class period, after they are trained to handle a check-out system for materials and the dissimination of information regarding the Center and are familiar with the reference materials. If satellites are used, the students can be responsible for keeping the materials up to date, handling forms concerning field trips, resource speakers and help with special programs. (See section on location for more specific duties).

Periodicals and *books* are used in the same way as they are in Level A Center, except that an aide is available to help students in their reading. Discussion can also be initiated at this level with the aide reviewing the important aspects of the career and showing students where to look for further information. An excellent resource book to use is *Choice or Chance* from the Alameda County Schools. This book is excellent to have on a beginning level. Activities can be planned around the various information sheets such as job placement tests, interview forms and sample applications. These are good to use as introductory tools or as supplements to a career skills unit, as well as to give a student an idea of what an application form looks like. It is handy to ditto off copies to use as needed.

Free information will be used to enable students to explore careers, and the aide may be able to tie filmstrips, books and free material together to make a relevant "package" of information on specific careers. Filmstrips and other AV material can be of a more complex nature as discussion can become an integrated part of AV use. For example:

Adolescent Conflict Series $48.50 each

- Dealing with Group Pressure
- Dealing with Anger
- Seeking Independence
- Coping with Competition
- Coping with Jealousy

These filmstrips are excellent for teachers or counselors with a class or small group. For example, if the teacher of a class had identified certain behavior problems in class that could be shown and then relate the discussion to the classroom, the aide can point out various aspects of the career or problem being discussed and channel the student into a discussion relating his interest to those mentioned in the AV material. Since some supervision is provided, the type of audio-visual equipment could be more advanced, thus enabling students in viewing Super 8mm films and film loops.

Hands-on materials can be set up on a higher degree of work simulation at the Level B Center. Students will be able to use kits that are more advanced and expand their knowledge of a career. An example could be Man and His Environment from the Coca Cola Bottling Company, an excellent material to use with a science class 7th, 8th or 9th grade. A group of about ten can play at one time. Each student represents various aspects of building a community; e.g., the forest, land developers, the children and the animals. It is the students' task to develop a community that is self-sufficient; anything that is destroyed cannot be restored, e.g., land, water, air. This kit is excellent for vocabulary building and a good lead into discussions on values.

All of the materials and activities mentioned in Level A and B are a part of a Level C Center. An aspect of the Level C Center which can only be briefly touched in a Level B Center is that of working with individual student's exploration of career interests.

Individual work may be established by the needs of the students, teachers, counselors or parents. Individual work may consist of discussion of career plans, various career opportunities, various interest or aptitude tests that he/she may want to take. Discussion of high school curriculum in relationship to career goals can be done also.

An example of an activity to use with an individual might be the use of Occupational View-Dek-Kit Including College View-Dek of Four-year and Two-year Colleges (approximately $200), Chronicle Guidance Publications, Inc. This kit can be used individually by the students after the career center aide has demonstrated its use. Many high school students are not sure what occupation they want to get into, so the career center aide or counselor can help them use the View-dek which takes into consideration verbal and numerical ability, interest and plans for education. By the use of overlays, a student is able to identify several occupational choices based on these criteria. The aide or counselor can then assist the student to explore in depth the career choices selected. If none appeal to the student, it would be a good idea for her/him to reconsider his criteria choices. Testing may be used with an individual or groups depending on the needs that have been established. Various tests are Kuder, Self-Directed Search, GATB, ASFAB. After the testing, results are returned and groups of students can meet with the counselor in the center to discuss the results.

The counselor or paraprofessional in the Center could use The California Occupational Preference System Edits, Post Office Box 7234, San Diego, California 92107. The COPS provides job activity scores related to occupational clusters. Each cluster is keyed to curriculum choice and major sources of detailed job information including the Dictionary of Occupational Titles, View and the Occupational Outlook Handbook. A career guidance unit may start with the determination of your students' occupational interests as measured by the new COP System. With a full-time faculty member being in charge of a Center, the students will have the opportunity to explore their careers through materials mentioned as well as aptitude tests, discussions and guidance activities.

The Job Bank consists of students surveying local employers to see if they hire students part-time and if they have any openings now or in the summer. This information is recorded on a 5 x 8 card and kept in the Center (See attachment C). Also, students may fill out an application which could be coordinated with the information onthe Job Bank card. The student can see a wide range of career interests yet zoom in on his particular ideas as well as anxieties. Group work within the Center may be coordinated by the counselor or coordinator of the Center. Some examples of the types of group work that may be done to enhance students' understanding of self, others, interests and abilities are:

A. Academic Group Counseling. These groups consist of students who are having trouble academically and whose teachers feel that some help is needed. Group counseling can be based on the Family Constellation to determine how each student preceives himself in the family, first, and then in relationship to the school; also the School Life Line technique can give a graphic picture of the development of ups and downs that the student sees in his life. All this information is then related back to the present and dealt with by the student, teacher and counselor to gain better understanding of why the individual may not be doing well in school.

B. Self-Concept Groups. Use of the Self-Concept Head Board (part of Job Survival Kit). Groups of about ten work with this Head Board with a group leader to determine three to five adjectives that they feel best describe them (shy, attractive, loner, leader, responsible). Then the list is checked out with the other group members to see if they see this person the same way. Other self-concept activities may follow this activity.

C. Nurse - Counselor Groups. The groups meet weekly for a one-hour session. The group deals with understanding their own developing sexuality, human emotions, sharing their life with others and developing trust of others. This group also challenges the traditional role of the counselor and nurse.

D. New-Comers Groups. These are short term groups designed to orientate new students to the school. The group also helps a new student overcome being afraid in a new school and helps develop some relationships with other students.

E. Group Work with Test Results, Career Interests, Cultural Awareness. These groups are designed by the needs of the students.

F. Parent Groups. These groups could meet after school or in the evening. The groups might consist of parents who have expressed a desire for better understanding of their child and themselves. They may be parents who want to work in the school as volunteers or just become more involved in some way. Communication between the school and parents are essential and this is a relaxed way to start.

G. Teenage Parent Groups. These consist of students who have children and are still in school. They are run by a counselor and the nurse if possible.

H. Occupation Study Groups. Students who have expressed an interest in similar occupations could meet regularly to explore careers.

Games, kits and material can include more complex items where small groups participate in games. Listed below is one series of activities used at Pueblo High School in Tucson, Arizona.

A. Decision Making Unit. This unit was designed for freshman classes. To begin, use the Five Stages of Decision Making and relate this to course selection, graduation requirements and the rules of the school (see attachment D). Various kits that were used to develop the decision making unit were: Deciding, Values Clarification and Search for Values.

B. Values Unit. This unit was designed for sophomore classes. From the values unit, you might take smaller groups of students who have indicated a need for extra help. Weekly meetings in class are devoted to self-concept activities. Various kits include: Job Survival Kit, Values Clarification, Search for Values, various learning activities, also the Handbooks of Structured Experiences for Human Relations Training.

C. Reading Classes. This is an exploratory unit developed for the last nine weeks of class. It begins by use of the Self Directed Search Interest Inventory, then use of the Work Kit follows. For reading use of Open Door Books, Career World and Career Cross Word Puzzles. The students then write their own career booklets as the final project.

D. Business English Classes. The unit starts with the use of the Life Career Game which is a simulated experience in decision making. This game is used for one week to get the students used to planning life styles. They write their own profiles and use these to play the game. The next phase is a three-week orientation to the world of work with speakers, field trips, skill building in areas of applications, resume writing, interviews, then finally setting up a simulated company.

E. Values Market Unit. This is a good activity for a class. It can be used on any grade level and is helpful to teachers as they learn more about their class make-up.

F. Math Application Kit - SRA and News Lab - SRA. These kits contain activity cards relating to either math or journalism. The cards get progressively more difficult. If used in reading classes, the students have a chance to progress at their own rate. Follow-up activities are also included on these cards. These kits are also good if you have a feeder school program going. (See discussion of the feeder school program at the end of this section).

G. Career Games Laboratory - Educational Progress Corporation. This game can be used by an entire class, small groups or by an individual. Best used by 9th graders. The kit consists of cards that lead a student on a type of a treasure hunt for a career choice. Based on a student's answers, the cards he/she will draw lead to a career interest area. Initially, the student must decide on an either professional, technical, or non-technical position and then go from there. When using it in a class, a good follow-up might be use of the Work Kit.

H. (Filmstrip Guidance Associates) Trouble at Work, Why Work at All, On the Job - Four Trainees, Liking Your Job/Your Life. These filmstrips are excellent to use to develop a career exploration unit. Start with Why Work at All and then have the students interview two or three workers in different career areas as to how they like their job and what some of the benefits are. Next compile the data and analyze why people do or do not enjoy what they are doing. From there, use the other filmstrips as supplements.

I. Market Place. Joint Council on Economic Education. This is an excellent game to use with math classes in small groups.

J. Human Relations Kit. McGraw-Hill Book Company. This kit gives students experience in gaining and accepting responsibility, communicating, and listening with understanding, having pride in personal appearance and habits, looking positively at supervisory relationships, and developing a pattern of success on the job. An interesting idea for an activity is to use the Job Survival Kit in conjunction with the Human Relations Kit, so that the student will learn "job getting" skills as well as working on attitudes. Using these activities with Juniors and Seniors seems to be the most appropriate grade level. Then you could do follow-up with job exposure experiences. If a counselor or teacher is available, break into small rap groups for discussion of attitudes and role playing.

K. (Guidance Associates Filmstrips) Better Choice, Better Chance: Selecting a High School Program. Two filmstrips, two records or cassettes - $48.50. Helps 7th-10th graders identify factors they should consider in planning their senior high school program. Use of case studies throughout help identify decision-making activities.

L. Career Direction High School as Tryout. Four filmstrips, four LP's or cassettes - $77.50. Dramatized situations help students identify and explore their own study related problems. It also shows how an awareness of various work styles in high school relates to career options.

M. Career Values: What Really Matters to You? Five filmstrips, five LP's or cassettes - $110.00. Specialists in education, government and industry emphasize the point that career values are as important to career planning as interest and ability. This five part resource will help you: (1) Encourage students to identify and articulate their career related values; (2) Aid students in ranking personal values according to carefully weighted priorities; (3) and teach students how to evaluate career values as part of on-going personal development.

An activity that could be used on any level with the aid of these materials might be an orientation program for freshmen in the center or the classroom with small groups. First show the filmstrips, then relate your discussion to your own school's requirements, and the class's group problems.

If the budget allows the purchase of a computer plug-in, the students can work on an independent level receiving feedback to personal questions through the computer. This system allows the students to explore his career interests on a highly systematic level.

The following are some examples of activities that can go beyond the center into the community on a Level C.

Within the Community

1. Feeder School Program. Feeder school programs on a Level A and B might remain as an integration of the regular curriculum; however, for a Level C you could try for an elective class for one credit taught by a counselor or teacher.

2. On-the-Job Observation. (See the end of the discussion of the Feeder School Program).

3. Field Trips. Field trips may be done as the above way or if you have access to busses, you could take larger groups. If you have a project in your area, check with them for transportation, if not, try for school busses, parents, or a school mini van. Teachers might contact the counselors for some help. (See attachment H).

4. Work Experience for Teachers. Seminars led by vocational or business teachers will in the first hour present a worker from the community who will present his career area and then in the second hour a lab experience will be set up by the staff to expose teachers to a simulation of that career area. The second aspect of this program gives each participant four to six hours in a job experience of his/her choice after the exploration of at least six to seven career areas in the seminars. (For further information, contact Dr. John Meyer, Project Career Bound Cocopah Elementary School, Scottsdale, Arizona 949-6398.)

5. Community Classroom Education Program. The purpose of the CCEP is to expand the learning environment of the students by providing practical experiences in the community and worthwhile educational opportunities off the school campus. Also, the program involves the community's businesses and special programs as educational resources, so as to make the community an integral part of education and to make business more aware of youth.

Procedure

1. The business man will return a tentative registration form which is to include a tentative "course description."

2. The Student Council will send additional information to the businessman.

3. A representative of the Student Council will contact the businessman to discuss the course description and its relationship to the CCE goals.

4. Following registration, the businessman will be notified of the names, addresses, telephone numbers, and classes of the students in his charge.

5. The businessman will be released from legal liability to the students in his charge.

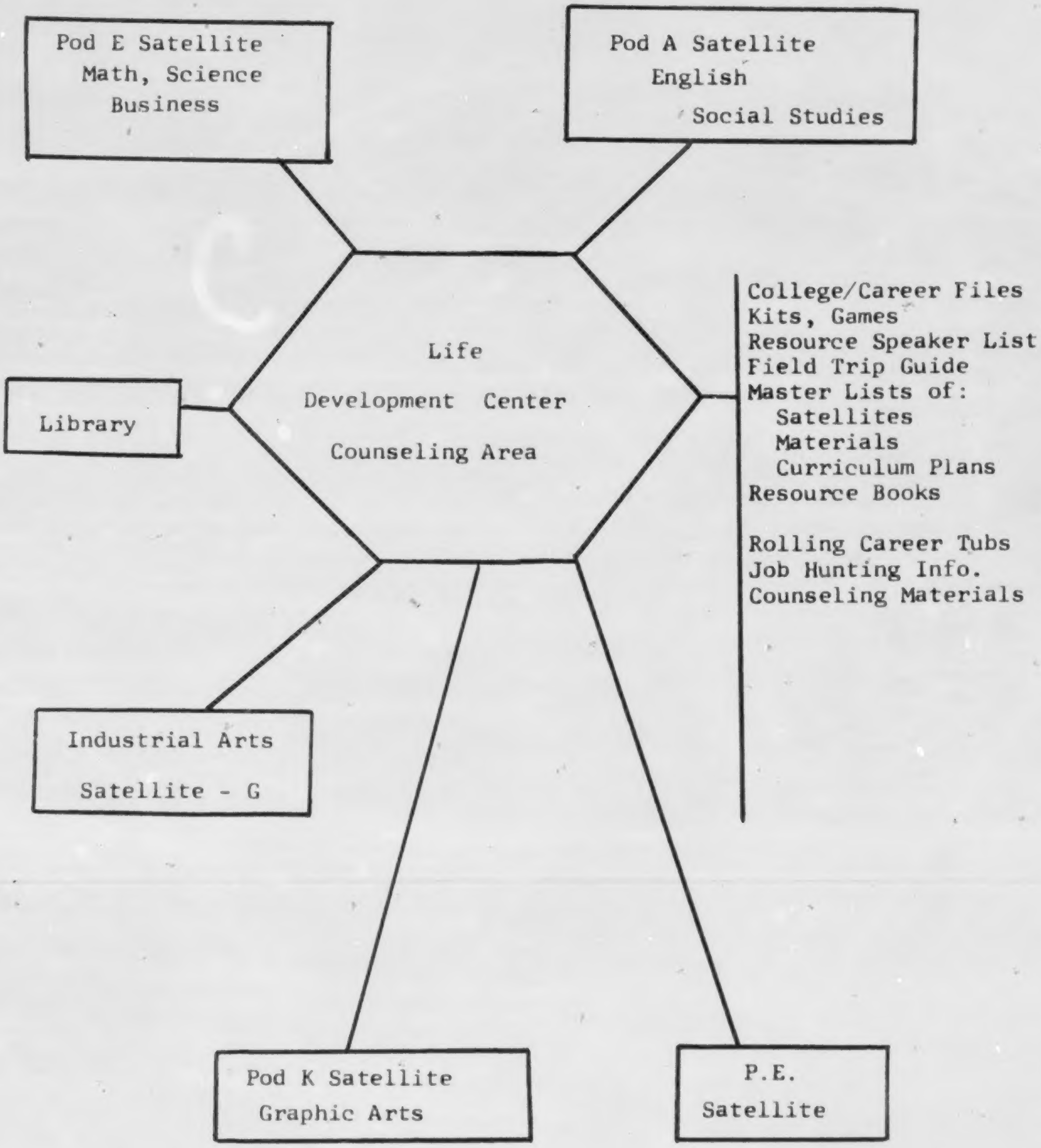
6. The two-day CCEP will be held.

7. Businessmen will be requested to participate in subsequent CCE programs and will be asked to critique the program so it will continue to improve.

For further information, contact Catalina High School, 3645 East Pima Street, Tucson, Arizona, 85716, Howard Wine, Student Council.

Attachment A

LEVEL C SET UP


Pod E Satellite
Math, Science
Business
Pod A Satellite
English
Social Studies
Library
Life
Development Center
Counseling Area
College/Career Files
Kits, Games
Resource Speaker List
Field Trip Guide
Master Lists of:
Satellites
Materials
Curriculum Plans
Resource Books
Rolling Career Tubs
Job Hunting Info.
Counseling Materials
Industrial Arts
Satellite - G
Pod K Satellite
Graphic Arts
P.E.
Satellite

Attachment B

Dear Prospective Employer:

The counseling process for high school students includes giving them information concerning the job market and job skills. Since many of our students from Cholla may remain in Tucson, I feel they need more accurate resource material on careers in the Tucson area.

I need your help. Would you please send materials concerning your business, the various job opportunities, the skills and education necessary for these jobs, and any additional materials that could aide our students in making their career choices. I appreciate your help.

Sincerely,

Susan Williams Jernigan
Counselor

Attachment B

The Life Development Center at Cholla High School is in existance to provide the students with college, career and counseling information. We would appreciate your help in furthering the growth of our development center by sending us any information or catalogs you have.

Thank you for your cooperation.

Sincerely yours,

Susan Jernigan
Counselor

Attachment C

THE ON-THE-JOB OBSERVATION PROGRAM

designed by Susan W. Jernigan

The On-The-Job Observation Program is designed to give students an opportunity to go out and shadow a worker so that the student will actually be involved in the daily routine of the job and observe the environment the workers operate in. A student may go out on the job during a two week block of time either during school time or after school. The student first must fill out a yellow application form which can be from the counseling secretary or from Mrs. Jernigan. When this form is completed, and turned in, Mrs. Jernigan will have an orientation conference with the student. Mrs. Jernigan will then confirm the necessary arrangements with all parties involved. When this procedure is done, a parent permission slip (green form) is sent along with the yellow form to obtain parent signatures. The student will not be released until the above procedure has been completed. The student is required to write up a brief evaluation of what he has experienced. The student may also be required to do something for the teacher or teachers from whose class he is leaving. If credit is given, it is to be arranged by the teacher. During the 74'-75' school year, I anticipate that no more than five students per week will be going out on the jobs for observation.

Attachment C

JOB BANK CARD

DATE Called In ______________________

POSITION ______________________________

BOY OR GIRL ______________ AGE REQUIREMENT ______________

WAGE ______________ HOURS WORKED ______________

TELEPHONE # ______________________

ADDRESS ______________________________

NAME OF PERSON TO ASK FOR ______________________

COMMENTS: ______________________________

____

____

____

____

Attachment D

DECISION MAKING UNIT

I. Orientation - Five Stages of Decision Making
Filling Out Schedules

II. Prescription For The Future: Developing Decision Making Skills
Seeking Independence - Filmstrip

III. Seeking Information
   A. Case Studies
   B. Identifying Strategies

IV. To Decide or Hang Loose: The Question - Reading
Peer Pressure - Filmstrip
The Story of Missed Critical Decisions
Personal Identity - Filmstrip
Values Grid - Search For Values
Who Shall Survive

V. Stating Clear Personal Objectives
Identifying Alternatives

VI. Risk Taking - The Role of Values in Risk Taking

VII. Goal Setting Activities
Goal Setting - Filmstrip

VIII. Self Directed Search Interest Inventory
Career Related Activities

Attachment E

VALUES UNIT

I. Values in Decision Making - Reading
Recognizing Personal Values - Exercise
I've Got Everything What's It All For?

II. Developing Values - Filmstrip

III. What Do I Value - Exercises
I Value
I'd Like To Be
Hit 'Em Again Harder, Harder
On To College
Dealing With Group Pressure - Filmstrip
Values Appraisal Scale - World of Work, p. 87
Coping With Competition - Filmstrip

IV. Self-Concept - Exercise
Self Description Questionnaire
I Am Proud - Coat of Arms
Exploring Your Values
Shaping Identity - Filmstrip
Interpersonal Relationships - Filmstrip

V. American Values - Exercises
Identifying Present American Values
Marketing Values
Progress or Perish - What Would You Do If?
Ms

VI. Alternatives and Related Information

VII. Case Studies
Career - Employer/Employee - World of Work, p. 58-64
Write Your Own Study

VIII. Family Constellations

IX. Extra Activities
A Fantasy Letter
Labels
What Do I Value Sheet
Personal Effectiveness - World of Work, p. 137

Attachment F

CAREER GUIDANCE WORKSHOP

October 4, 1973
3:30 - 5:00

I. Introduction-10 minutes mandatory
_Schedules passed out
_Selection of field trip dates by 10/18
_Explanation of last 2 workshops
_Evaluation
    (a) ideas from workshop
    (b) ideas that teachers implement
    (c) critique

II. Orientation groups-30 minutes, rotate

A. Group #1 - Student Aide Program
Leaders: Jill Whitcomb, Cholla
Conrado Gomez, Menlo
Ruth Beach, Menlo
Topics: a. Sample contracts
b. Identify area for student aide
c. semester program

B. Group #2 - Student Resources
Leaders: Fran Janssen, Cholla
Dean Nelson, Menlo
Harold Pierce, Menlo
Topics: a. identify area
b. how to set up
c. planning with students
d. administration view

C. Group #3 - Visual Technical Arts Hands-on Experiences
Leaders: Bob King, Cholla
Al Mesa, Cholla
Jim Williams, Cholla
Jim Crouse, Cholla
Miriam Belfer, Cholla
Topics: a. transportation
b. how to work together
c. forms

October 18, 1973
2:30 - 4:00

1. Materials workshop mandatory
Demonstrations and ideas of the various materials that are available.

Teachers involved: Fran Thomas
Gerry Lybeck
Julie Donnally
Beth Ceserini
Ruth Beach
Pat Tapia
Fran Janssen
Al Mesa

Counselors: Alice Evans
Trudy Harshman
Sid Morgan
Rick Medina

Also included Dr. Betty Newlon and Pat Treinig

November 1, 1973

1. Community Workshop
Representatives will be invited to attend the workshop and work with groups of teachers and counselors on areas including: field trips, job information, facts and figures. Representatives from the following examples of businesses will be invited:

City of Tucson
Hughes
Architects, Cramor
Betty Mardey
Jim Click Ford
Levy's
Jim Hopkins, Sheriff's Office
Desert Museum/Old Tucson
Forestry Service
USDA Experimental Farms
Chamber of Commerce
Employment Service
Model Cities
Juvenile Hall
City Van
Helen Boyle - Art
U/A Art Museum

November 15 and 29, 1973

1. Field Study Trips
Trips to the following:
Pharmasil, Arizona Academy of Beauty, Tucson Federal, Valley National, Romney Produce, Newspaper, Post Office, Howard Johnson, Levy's, Airport, Transamerica Title, Chapman & Dier Steel, Tucson General Hospital, Arizona Meat Packers, Tortilla Factory, Air Guard, Food Giant, Human

Excretion Filtration Plant, Marana Cotton Gin. Other businesses will be included.

December 13, 1973	1. Work on activities
January 3, 1973	1. Community Resources, see November 1
January 17, 1973	1. Parent involvement Parent advisory groups will attend and topics will include ways to involve parents.
January 31 and February 7	1. Teachers' Choice

Attachment F

CAREER GUIDANCE MATERIALS WORKSHOP SCHEDULE

GUIDANCE GROUPS (select one time)	3:00 - 3:30 3:30 - 4:00 4:00 - 4:30

Elementary Demonstrations

DUSO (Pat)	3:15 - 3:30 3:30 - 3:45 3:45 - 4:00
FOCUS (Ruth)	3:30 - 3:45 3:45 - 4:00 4:00 - 4:15
TV UNIT (Beth, Jean)	4:00 - 4:15 4:15 - 4:30 4:30 - 4:45
INTEGRATION INTO CURRICULUM (Fran)	3:30 - 3:45 3:45 - 4:00 4:00 - 4:15

Secondary Demonstrations

Market Place (Lybeck)	3:30 - 3:45
HUMAN RELATIONS KIT (Donnelly)	3:15 - 3:30
SELF DIRECTED SEARCH INTEREST INVENTORY (Williams, Janssen)	3:45 - 4:00
Occupational Mini Briefs (Mesa)	3:30 - 3:45 4:00 - 4:15
Drama - Children's Theatre	3:30 - 4:00 4:00 - 4:30
INTEGRATION INTO CURRICULUM (Morgen, High, Cunningham)	3:45 - 4:15
FILMS - ELEMENTARY	3:30 - 4:30
FILMS - SECONDARY	3:00 - 4:30
Filmstrips	3:00 - 5:00

Attachment G

Goals

1. To create a teaching team of counselors, administrators and teachers.
2. To show the importance of language and communication.
3. To create an awareness of self, others and environment in the students.
4. To funnel this awareness into practical usage.
5. To have students become aware of goal setting skills.

Performance Objectives - Knowing Self

1. Students will demonstrate their image preference by answering four questions on activity Images #7 during 1 class period as observed by the teaching team.
2. Students will demonstrate their understanding of personality traits by listing traits of self and others as observed by teaching team during 1 class period.
3. Students will demonstrate understanding of personality traits by participating in group discussion concerning traits that can be changed and those that cannot as observed by the group leaders during a 1 period class.
4. Students will demonstrate their ability to analyze their own self-awareness by taking a rating scale as observed by the teaching team during 4 class periods.
5. Students will demonstrate their self-awareness skills by taking the Self Directed Search Interest Inventory as observed by the teaching team during 3 class periods.
6. Students will experience the difficulty one often encounters in wanting to say "no" and to weigh alternative responses by doing Lesson Time #4, as observed by teaching Team during a 1 period class.
7. Students will demonstrate an understanding of the relationship between one's behavior and the sense of responsibility to self and/or another by doing Auth. #5 during 1 class period.
8. The student will identify the best qualities and least desirable qualities in an office worker by making a list of these qualities after classroom discussion during 1 class period.
9. Students will demonstrate goal setting skills by completing Activity Time #1 during 2 class periods.

Attachment G

Periods 2&3, A3, A1

Search for Values Unit for Zana Easley's Junior English Class

I. Knowing Yourself

Images #7 - Medina

LA #29064 - Easley

Rating Scale - Harshman

Self Directed Search
Williams

Time #4 - Medina

Authority #5

LA #27015 - Easley

Time #1 - Williams

II. Knowing Others

Personal Space #4

Images #4

Attitudes Filmstrip

Relationships #2,3

Competition #5

LA #27016

Time #5

Film-Making A Choice

Occupational Material
Sid Morgen

Time #1 - Williams

II. Knowing Others (Con't.)

Additions:

Sally Harden - How physical Appearance Effects Self-image - slides.

Herb Waesch - Art as a communication form

Doug Adams -

III. Knowing Environment

Personal Space #3

Commitment #4

Field Trip

SUGGESTIONS FOR ORIENTATION SESSION---------

Field/Study Trips

1. Go over field/study trip guidebood and where it is placed in the school.

2. Go over each form--explain deadlines--scheduling for the bus company--No changes after forms are submitted: keep places and times as stated on form--where teachers can find clusters so they will know everything to include on form--your particular procedure for handling the forms submitted to our office on time--a contact person's name in our office so you don't have to act as middleman.

3. Limit each trip to one class size and invite parents.

4. Train teachers in how to set up a trip. (One possibility is to have students do the calling and then follow with letter of confirmation.) Suggest a letter of confirmation no matter who sets up the trip. (This way we are assured of at least some pre-trip activity.) Letter should include a confirmation of the date and time and then a list of questions that the class wants to find out about. At this time hand out the attached handouts regarding field/study trips, and interviewing.

5. Go over the Thank You Letter following the field/study trip. Make sure students include something they learned. (As opposed to "I had fun.")

Purposes for a field/study trip might need to be emphasized. For Example:

1. We should look at the people, not just the product and equipment.

2. When students come prepared, businesses begin to say that schools are teaching kids something after all. We would like to have this happen on our trips. (As opposed to kids going unprepared and asking bad questions and goofing off.

3. When trips are planned, set up, and carried-out as mentioned above, the businessmen realize that the students have come to learn something. (As opposed to their general opinion that field trips are usually a field day.) At this time the idea of small groups field/study trips could be discussed.

OTHER IDEAS: Take materials and samples developed by teachers/ guidance instructors, etc: Lee Anna's copper mine slide/tape presentation; Lynn Weuthrich's third graders' post office slide/tape presentation (Lois)....Good parent participation; The Photo Albums from Amphi; Posters; The P.C.D.C.G. Scrapbook; Take along a teacher from last year who did a great job on field/study trips and let her have a part of the orientation.

Goals for Career Field Trips:

1. To help students become aware of the number of different kinds of jobs within one business operation.

2. To help students become aware of the interdependency of the various jobs; the necessity of each person fulfilling his task so that each in turn may be accomplished.

3. To help students become aware of the education and/or training

necessary to obtain the position and accomplish the task; to be aware of the influence that interest and ability have in job choice.

Preparation for Career Field Trip:

Students will not be orientated toward career observation unless we guide them. We have therefore prepared some questions that will direct his attention toward that goal.

Questions for discussion:

1. What do you want to know about this particular job?
2. How are going to find out?
3. What things are you going to look for?
4. What do you expect in the way of:
    a) conditions? (cold, hot, dirty, clean, noise, hours, lunch hours)
    b) people? (men, women, age, stature, race, dress)
5. How many types of jobs do you think you will see?

Activities:

1. Have children prepare questions they wish to ask.
2. Choose interviewers, recorders, photographers, reporters for follow-up).

The questions below can be used for follow-up discussion and/or preparation for field trip:

1. If you worked in a ______________________:
2. If you were a ______________________:
    What would you wear?
    What would your work hours be?
    Would you work alone?
    Would you use tools?
    Would you use machines?
    What are the things you want to know about this business or job?
    How many types of jobs do you think you will see?
    What kinds of things should you be good at to do this job or work in this business?
    How do you learn what you need to know?
    How much education should you have?
    What does the job pay?
    What kinds of work conditions (inside, outside, hot, cold, clean, dirty)
    Would it be easier for some people to do this job than others?

What other qualifications? Would it help if you were: big, strong, good with your hands, athletic, small, adventurous, calm, or enthusiastic?

To assist the children in obtaining interview skills you might want to use the attached parent interview sheet. This serves several purposes:

1. Helps the students become more aware of what their parents really do.
2. Gives you, the teacher, an idea of what resources might be available among your parents.

Field Trip Guidelines

These recommendations were compiled by a committee that met on September 19, 1972, in Phoenix. Mr. Paul Bennewitz was the presiding chairman.

Field trips supported by state funds should:

-----be included and consistent with Career Education Project objectives.

-----be planned to impact upon a specific cluster(s) in a career education activity, lesson, or unit.

-----supplement rather than surplant those field trips previously sponsored by local educational agencies.

-----may be available to students on all grade levels included within the project proposal.

-----may be used as an introducing, continuing, cultimating activity within the career education activity, lesson or unit.

-----conform to state policy regarding any district limitation and/or out of state limitation.

-----be limited to reasonable transportation costs.

The following are suggestions the committee compiled for the projects to consider when planning and executing field trips.

-----Formation of records and reports made by teachers, students, and businesses.

-----Preplan ideas.

-----Co-ordinate field trips by grade level eliminating duplication.

-----Where do suggestions for field trips originate?

-----Consider limitation and collection procedures.

-----Formation of evaluation techniques.

-----Dissemination of outcomes incurred and accomplished. Consider the worth of the trip and if learning is shared with others.

-----Any other information that you feel should be included.

JOB SITE VISITATIONS

Equipment: camera(s), film, flash bulbs, tape recorder, cassette, and pencils.

Goals of the job site visits:

1. For you to learn as much as you can about the job site you visit.

2. For you to share as much of what you learned as you can with your classmates.

Suggestions:

A. Decide what you would like to see and do.

B. Decide before hand what you would like to find out - such as:

1. From employees
    a. What the worker's duties are.
    b. What kind of training did they get?
    c. How much they use certain skills (Like simple math, or a knowledge of textiles, or science?)
    d. What courses they took in high school that prepared them for this job.
    e. What do they like most and least about this job?

2. From the employers, or boss, or whatever.
    a. What do you produce, or do, or sell here?
    b. Do you hire high school graduates?
    c. What do you look for in the people?

C. Decide on the organization of your group.

1. Who will take pictures?
2. Who will tape record for interviews or comments?
3. Who will be the "director" and decide what pictures are taken?
4. Who will take notes on what goes on?

D. Decide on how you will share your experiences with your classmates.

1. Slides and taped commentary and interviews.
2. Slides and "live" talking - from a script, perhaps.
3. Slides, taped material and live talk - this would probably be best.

Possible format:
a. Follow a piece of work through the shop.
b. Have one member of the group pretend to be a customer.
c. Tour the place.
d. Talk to as many different kinds of workers as possible.

E. You may want to get some additional information to share with the class, besides what you learn on the job. Ask your teachers about this.

F. Try to be flexible - some of the businesses may not let you do everything you would like to do. Some places, for example, may not be too eager to have you talk with their employees.

G. A "thank you" letter to the place you visit would be nice.

Trips into the World of Work

The aims of the trips into the world of work include:

1. Observing people at work and "role models" - identification.
2. Observing the machines and technology of industry and business.
3. Visualizing the "self" in relation to the world of work and more intimately with people on the job.
4. Observing working conditions and discussing with workers their jobs and their qualifications.
5. Relating the self-concept to the reality and to the possibility of the self developing the capabilities required in the observed roles.
6. Creating excitement and imagination in the pupil.
7. Opportunity to see and touch the "tools of the trade."

Resources in the Community

Outside the school one can find a wide array of resources that can be used to build career awareness. In the world of work there are numerous adults who can be used as resources for students. These individuals can be obtained in the capacity of resource speakers. A resource speaker is an individual in the working world who will volunteer to come into the school and tell about his career to students. When the individuals who are willing to be resource speakers are obtained; a file should be set up. The existence of such a file is essential to maintaining efficient use of resource speakers.

The file system should be set up to include the speaker's name, business hours, business name, telephone number, grade level preferred to speak to and last but most important the occupation. There should be four sections, (A) Community; (B) Parents; (C) Club Agencies and Organizations; (D) School Personnel. The community section will include those individuals in the business community who are willing to devote time to being a resource speaker.

There are two approaches to recruit a number of resource speakers. The first approach is to design a letter introducing the career center and explaining what a resource speaker is, then asking for their support by becoming a resource speaker. To obtain a response, the bottom section could include all the needed information to be returned. The information should include speaker's name, business name, business address, telephone number, times available for speaker and preferred grade level if any, and preferred group size (individual, small group, large group).

Since time is required in order to type the letter and write thank you letters, a good idea is to make this a classroom activity. Business Education or Exploratory Business classes are perfect for this assignment. Let the class help in designing the letter and the appropriate information to be included in the bottom section. If there is the money available, a brochure on the career center or an enclosure card could be designed and included in the letter. The classes can then type the letters and envelopes to be sent out to community representatives. As the answers to the letters are coming in, the students can type the file cards for the Resource Speakers Files.

Another approach designed primarily for the Level B or C career center is to recruit speakers through personal visits. Prior to the visits, some type of borchure should be designed and duplicated for presentation to the community representatives. The brochure could be designed by an art class. This would give a class the opportunity to take part in the career center's creation as well as learning about creative advertisement. Make sure the brochure includes a section for return to the school. Including the reply section gives the community representative a chance to think about participating as well as reading about the career center. During the visits a personal explanation of the career center's goals and philosophy should be given. This will aid the community in understanding the total involvement of the school in integrating the world of work into the school community.

Parents are the second type of resource speakers. They prove to be very successful resource speakers due to their great degree of interest. Many parents feel very secure when discussing their jobs and feel highly complimented to be asked into the school. A letter can be sent out to the parents via the students. For this type of letter there could be three types of reply, (1) personal visitation, (2) letter reply and (3) telephone reply. The parents' file could be set up according to the information obtained. The child of the parents could be used as a tour guide for the parent's visit.

The third type of resource speaker is the one located within the school itself. Many teachers, secretaries, principals, and other personnel have had many jobs not in education. These people are additional resources for the center and are readily accessible. To determine who has had other jobs a class could conduct a survey. This survey could be an activity for the Student Council, a Social Studies class or an English class. Have the students design a questionnaire asking questions in respect to past work positions, willingness to speak, availability and hobbies. Hobbies are very important as many people have hobbies that lead to careers.

Every community, no matter what size has some social agencies, labor unions, service clubs or professional groups. This makes up the fourth category. Many of the individuals contacted through the community may be part of the above mentioned. If this is so, a cross reference method can be used. Local businesses or industries are always interested in maintaining a working relationship with the schools. Therefore, they are highly interested in participating in school events. After all their perspective employees may be from the school. Local service clubs are also interested in school activities. They are very helpful in arranging career days or community surveys. A list of these can be obtained from the library or chamber of commerce.

Information can be obtained in regard to specific careers that have union representatives. These representatives will give students interested in their respective field a chance to obtain first hand information. Government offices located in the community can give assistance and often provide information. Social agencies such as Boy Scouts, Girl Scouts, YMCA, YWCA and 4-H Clubs are genuinely interested in taking part in school activities.

"Hands-on" Materials

Hands-on materials are any materials that give students the opportunity to experience actual work situations. They can easily be designed and developed by teachers, parents or students. Making a hands-on kit is a relatively simple procedure. Use the following format to begin your kits:

1. Establish the purpose of the project. Determine the career and what types of activities can be done in a school setting to simulate work activities.
2. Plan the activity, keeping in mind the students' interest level, reading level and grade level.
3. Identify the subject areas and work skills that the students will be working with so they can relate the experience to their previous experiences.
4. Make a list of materials needed to complete the activity.

5. Set up a procedure for the students to follow. Explain each step, giving the students the opportunity to learn why each step is necessary to complete the task.

6. Have the students consider the adult roles that utilize the work skills. If the students realize that the activity directly simulates an adult's work experience, they will formulate opinions as to whether they would like to do tasks such as these when they enter the working world.

7. Make an evaluation of the students' performance to determine his feelings on the work simulation.

8. Have the students evaluate the work kit.

Realize the students will be handling the materials many times a day and the material should last for many years. If brochures or other paper goods are included in the kit, they should be laminated. This will strengthen the materials and protect them from soiling.

Consider these questions when putting your hands-on kit together:

1. Are the tools and materials needed easy to locate and easy for students to use?

2. Is there space available to correctly use the tools and do the activities in the hands-on kit?

3. Are tools easily recognized and well-labeled in the written text?

4. Can the tools be used safely and correctly? Is this mentioned in the written text?

5. Is there plenty of time for completing the hands-on activities?

Almost every occupation has some facet that could be utilized in a hands-on situation. The following list gives examples of hands-on experiences that could be made into hands-on kits.

1. How to wait on a table.	Waiter/Waitress Kit
2. Giving a good manicure.	Manicurist Kit
3. Growing plants and repotting.	Gardener
4. Landscaping a house.	Landscape Architect
5. Taking a pulse, checking blood pressure.	Medical Assistant or Nurse
6. Making a musical instrument.	Instrument Craftsman Kit
7. Checking groceries using a cash register.	Cashier Kit
8. Learning to bind a book.	Book Binder Kit
9. Knowing correct hairstyles for face shape and how to set hair.	Beautician Kit
10. Designing a building.	Architect
11. Correct carpentry procedures.	Carpenter
12. Different pipes and how to put them together.	Plumber
13. Learning about electrical applicances	Electrician/Repairman
14. Footprints and fingerprints-what do they tell you.	Criminal Lab Technician
15. Reading a recipe and cooking.	Chef
16. Taking care of animals.	Veterinarian
17. Designing clothes.	Fashion designer
18. Making and designing a pot.	Potter
19. Weaving a belt.	Weaver
20. A Secretary's Day.	Secretary
21. How to know teeth.	Dentist
22. Planning a vacation.	Travel Agent
23. Taking care of your passengers.	Stewardess
24. Fixing a motor.	Mechanic
25. Reading x-rays--what do you see?	X-ray Technician

These are just a few ideas that could be expanded into hands-on kits. The list is endless when you take time to think about the activities done by different workers. Students are excellent at thinking up activities and can easily work on putting together hands-on kits. Getting classes interested in participating is an excellent way to build a large library of hands-on kits. Industrial Arts classes, Art classes, Science classes are likely classes to become involved in such a project.

Materials for these kits do not have to be expensive. Many times doctors, construction companies, travel agencies can furnish the materials needed when the hands-on project is explained to them.

Feeder School Program

The feeder school concept is designed to allow students from the high school level to have an alternative approach to learning which is outside of the traditional high school environment. It also allows high school students an opportunity to demonstrate skills they have acquired and to expand their self-concept. It is designed to enable teachers K-12 to work together on an integration of curriculum programs for a better developmental educational approach for each student. It enhances the elementary students learning by creating a working relationship with the high school students and also encouraging the younger students to go on to high school and possibly further as well as learning various skills. Within the framework of Cholla High School, the feeder school concept encourages counselors to work with teachers in developing alternate and sometimes unique methods of enriching the students' educational experience. It allows them to become a team together with the elementary and junior high teachers and counselors for the development of the whole child. The basic philosophy supporting the feeder school concept is that if we can start in Kindergarten and work up through twelfth grade we will have a better chance of really helping the student broaden his educational experience and understanding.

Goals: The feeder school goals are:

1. To develop an alternative to the traditional high school classroom approach.

2. To allow high school students to demonstrate skills they have acquired.

3. To provide the vehicle for teachers K-12 to produce a developmental approach to education.

4. To develop a working relationship between high school students and elementary students.

5. Students will demonstrate ability for decision making.

6. Responsibility.

NOTE: The feeder school program is actually three fold. It involves the student aide program, the student resource program, and the teacher-to-teacher program.

Procedure for the student aide program:

1. Students from the high school will be volunteers or will be recommended by the teacher, counselor or administrator to participate in the student aide program.

2. An application will be made by the student.

3. Coordinator of the program, Susan Jernigan, will meet with the high school student to discuss the application form, then will meet with the teacher who will be the co-supervisor at the high school to discuss the procedures and evaluation of the student.

4. The coordinator of the program, Susan Jernigan, will meet with the feeder school teacher and princpal for the signing of the contract and discussion of procedures.

5. The students will write goals and activities with assistance from the coordinator before entering the feeder schools.

6. The days of the week that each student will be participating will be discussed between the student, the coordinator at the high school, and the cooperating teachers.

7. The contract will be signed by participating parties.

8. Parent permission is obtained on the high school forms.

9. The student and the coordinator at Cholla will set up a meeting with the feeder school teacher to discuss the starting date and what each participants specific responsibilities will be.

10. Notification of placement will be sent to the participating teacher at cholla.

11. Students will participate at Cholla High School one day every other week for a training and discussion class with the coordinator at Cholla. Students will not be leaving Cholla at any time until the above procedure has gone through the appropriate channels and a file with all the forms has been placed in the coordinator's office at Cholla. At that time, he will begin the student aide term lasting one semester. The student will receive credit from the class he is temporarily absenting himself from. At the end of the semester, students who wish to continue in the student aide program will be re-evaluated and will renegotiate their contractual obligations if necessary.

12. Attendance will be handled at each feeder school on a check-in basis at each school office. The coordinator at Cholla will be notified immediately if a student is not in the feeder school. A student who plans to be absent on a feeder school day, must notify the coordinator at Cholla and the feeder school before he is to be on assignment. Failure to do so, or repeated absences will cause the student to be withdrawn from the program.[1]

Student Resource Program: Students will fill out application forms for being a resource speaker. They do not have to go through the student aide procedure, but they will have a written agreement with the teacher of the class where they will be speaking. This program will not be for an entire semester or on a regular schedule, it will occur only when there is a need. When we can, the coordinator's program will try to obtain some kind of credit from the teacher at Cholla for students' activities. Students will have to get parental permission slips filled out. Attendance will be the same as the student aide program.

Teacher-to-Teacher Program: Teacher-to-teacher program consists of teachers working together in the feeder school area in the following ways.

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[1] **Regarding** the attached forms, the forms will be in sequence as to the procedure explained in the above paper. All forms are to be turned into Mrs. Jernigan and will be kept on file in the students' folders in her office.

1. A teacher at a feeder school expresses a need for a particular unit that could possibly be designed at Cholla, or be given some materials from Cholla for the unit. The coordinator will contact the high school staff member who is working in the same area and these teachers are put in touch with each other.

2. Students from Cholla could be sent to help develop the unit. For example, if there is a newspaper unit being done at the elementary school, the journalism teacher would be contacted at high school. She, in turn, might decide to send four or five of her newspaper staff, or advanced journalism students into the elementary to help those people write articles, make a paper, or interview.

3. A workshop for the teachers K-12 has already taken place in 1973-74. More of these will be planned for the continuation of the feeder school program.

The following is a report on the student aides for 1973-74. (See chart).

Projected for Student Aide - Student Resource Program: (for 1974-75) The feeder schools that we will initially be serving will be Maxwell Junior High, Pistor Junior High, Tolson Elementary, Lawrence Elementary, Menlo Park, White, Brichta and possibly Mary Lynn and Vesey. At this point we would like to have at least three functioning, full-time aides in each of those schools in various areas; not spending more than three days per week in the schools.

Susan W. Jernigan
11 South Orange Grove Road, #531
Tucson, Arizona 85704

Cecilia Ann Pfeiffer
1725 East Limberlost, #303
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PUBLIC RELATIONS

Among the purposes of public relations for the Career Information Center are interpreting its goals, objectives, and intended outcomes for students; publicizing the kinds of materials, services, and activities which it provides; encouraging students and teachers in the use of its resources; encouraging parent and community support of its purposes and enlisting parent and community aid in providing some of its resources and activities; and administering its services in ways which will reflect favorably on the Center and the persons who are responsible for it.

Good public relations will result in a better understanding of the intended outcomes for students by the students themselves, their parents and teachers, and the community at large. Good public relations will also result in more frequent use of the resources of the center by students and teachers, more willing and active participation of parents and community members in the provision of some of its services and activities, and more efficient and effective functioning of the "mechanics" of administering the facility and its services.

In your planning of public relations activities, the following suggestions might be of some help:

1. Place public relations activities near the top of your list of priorities in operating the Center.

2. Set public relations goals, analyze the various publics, and plan specific courses of action.

3. Ask the School Board, superintendent, or principal to be the spokesman for news releases even though you have prepared the copy for the various media.

4. Keep community leaders informed. They will pass the information along to others.

5. Provide for continuity in the flow of information to the public.

6. Repeat the important messages many times. Individuals who make up the public will change.

7. Publicize the progress and achievements of the Center. Seek to provide tangible proof. Tie in needed improvement to progress reports.

8. Be a listener and accept criticism to avoid making enemies of critics.

9. Encourage participation of students, teachers, parents and community members in all facets of the Center's functions.

10. Personalize the services of the Center to as great an extent as possible.

Pre-Opening Publicity

After you have set your public relations goals and analyzed the various publics you wish to reach, start planning the publicity even before the opening date of the Center is final. If others will be responsible for part of the publicity materials or copy, be sure to give them plenty of time to prepare it. The date of opening could the be last information included in the material. The media suggested here are among those others have used. You may wish to adapt them for use in your particular school setting or to make use of other publicity "gimmicks" with which you are familiar.

For Teachers

Although information about the opening of the Center aimed at students, parents, and the community will be somewhat useful for stimulating teachers' interest in the use of its resources, their support and cooperation is vital to the intended outcomes for students. Direct student use of the Center's resources is important and desirable, but out-reach to students will be multiplied through the teachers' use of career education lessons and activities in the classroom. Therefore, special efforts are needed to inform teachers of the opening of the Center and the materials and resources which will be available for their use.

School Calendar. Include the opening date of the Career Information Center in the school calendar. If monthly or weekly bulletins or schedules of events are issued, include the opening date at the appropriate time.

Teachers' Handbook. Include the location of the Center, its purposes, the kinds of resources it will house, and its opening date in the Teachers' Handbook. If your school does not issue a Teachers' Handbook, include the same information with the materials routinely distributed to teachers at the beginning or during the school year. Using an unusual color of paper or an oddly shaped sheet of paper will call attention to the message.

Announcements. Do not depend entirely on written materials to keep teachers informed. They are sometimes misplaced or simply not read. Make announcements concerning the location and opening date of the Center at departmental and faculty meetings. Near the opening date announce the location and opening date on the public address system more than once, or include the information in written announcements which teachers are required to read to students.

Posters, Displays, and Bulletin Boards. In teachers' lounges, posters, displays, or bulletin boards could reinforce the interest of some teachers in the Center and attract the attention of others who had not been reached by other media.

Newsletters. Articles in district or school newsletters could keep teachers informed of the goals and objectives of the Center, the description of useful materials or the acquisition of new materials, the reactions of those who had made use of the Center's resources, and any other information about the Center which you wish to disseminate.

Schedule of Hours Students May Use Center. You could ask teachers and administrators to determine the times and circumstances under which students may leave study halls or regular classes to make use of the materials in the Center. If passes are to be used, distribute them to teachers prior to the Center's opening for student use. If the Center is small, plan with teachers the number of students that will be admitted at one time. If the Center is large enough to accomodate an entire class, devise a "sign-up" system by date and period to prevent two classes from arriving during the same period when there is room for only one.

Open House. If you have an open house for teachers, you will probably want to hold it before the facility is open for student use. If possible, schedule it during teachers' duty hours. Invitation by personal note will receive more attention than announcements or duplicated invitations. Make the open house as simple or elaborate as you wish. If the Center is located in a classroom, the library, or the counselor's waiting room, the facility could be open to teachers before and after classes with teachers attending at the time most convenient for them. You may want to avoid formality, but introduce paraprofessionals and student aides who will serve in the Center. You might want to explain procedures for checking out materials, point out new or especially interesting materials, and answer questions. Encourage teachers to browse and examine materials. Serving light refreshments might increase attendance.

If the Center is housed in a separate facility, the open house could be scheduled for an entire day with teachers visiting during their preparation periods as well as before and after regular school hours. Procedures could be much the same as in a shared facility with the paraprofessional and student aides assuming more of the responsibility as hostesses if the number of teachers in attendance at any one time is large.

For Students

The pre-opening publicity of the Career Information Center directed to students could be somewhat similar to that directed to teachers but primarily pictorial and auditory. Unless you are willing to be "swamped" with the preparation of publicity media, seek the cooperation of teachers or sponsors of special groups within the school to guide students in the preparation of the publicity. If a teacher and class or sponsor and student organization involve themselves in "producing" advertising, allow them as much freedom as possible in expressing their own ideas in the work they do.

Art, journalism, speech, marketing, and vocational classes or organizations related to such classes seem the logical student groups to prepare media advertising the location, resources, and opening date of the Center. However, there is no reason English classes could not prepare news copy or math and science classes prepare materials related to the Center's resources in their field of study.

One way you could approach the preparation of publicity materials would be to assist the cooperating teacher and his class or the sponsor and his group in the use of some of the materials or resources of the Center. Familiarity with at least one of the career lessons, activities, or services of the Center, especially if the experience was a satisfying one, might motivate and stimulate the student in his preparation of advertising. If you cannot arrange a career lesson or activity for the cooperating students, let them browse and examine materials in the Center in order that they may choose the theme or topic which they will feature in their publicity. Manufacturer's or publisher's pictures and descriptions of materials which have not yet arrived might also help to give the students "ideas" for their work.

You may want to urge students to sign their work for the recognition it will give them. Some teachers may choose to consider the project an assignment and give grades. Others might choose to make a contest of the project and announce winners. Some organizations have a points or accumulated hours of work system which leads to an award. If the teacher or sponsor of the contributing group does not reward them in some way, plan to do so yourself. The serving of light refreshments at a special open house for them before the Center is open to all students might be an appropriate reward.

A Contest to Name the Center. You might want to seek administrative approval to conduct a contest to name the Center. The prize could be a twenty dollar bill or a twenty five dollar savings bond. You could ask the administration to appoint judges representing students, teachers, parents, and the business community, or the Student Council could select the name from those submitted by the students. Any publicity given the winner of the contest would also advertise the opening of the Center.

Posters. Aim to place a poster announcing the location and opening date of the Center in every room in the school and in other areas where students are most likely to notice them, halls which are traffic lanes, or areas where students congregate. The poster message could be anything having to do with the resources available in the Center which is of interest to the student making it.

Bulletin Boards. If an entire bulletin board or bulletin boards are available for use, you may want to ask that it be planned around a theme or focus on specific materials or services of the Center. If only a section of bulletin board space is available, make the display simple with large letters, bright in color, or provide for some other contrast with the other materials on the board with which it will have to compete for attention.

Displays. If security provisions are adequate, you might choose to display the tools used in a specific occupation, materials from an occupational minikit, gaves, or other material from the Center on the tops of filing cabinets, bookcases, counters, and other flat surfaces. Lettered signs could inform that the displays are from the resources of the Career Information Center.

Speeches. Since making speeches to inform, convince, persuade, and demonstrate are usually included in the objectives of speech classes, you might encourage them to practice their skills while informing students in other classes about the resources of the Center or demonstrating the use of specific materials. If speech is not taught in your school as a separate subject, find out if an English teacher or teachers include a unit on public speaking. Speaking to another class will be a more realistic experience for the student than speaking to the same speech or english class in which he is enrolled, and teachers might welcome this opportunity for their students.

School Newspaper. In addition to asking the editor of the school newspaper to publish the location and the opening date of the Center, you could ask him to plan a series of articles, each focusing on some important purpose, service, or material in the Center. The repeated references to the Center might reach more students than a comprehensive article published just prior to its opening. Perhaps he would be willing to include a Seek and Find Puzzle using words related to the resources of the Center in one issue of the paper.

Tour of the Center. When the Career Infomation Center is opened for student use, arrange for student tours of the facility. Your school setting or the space available to the Center may dictate or limit the way in which the tours are conducted. In a school with a small enrollment, several days or a week may be needed to complete the tours. After you secure administrative and teacher approval, plan a schedule for student visits. Limit the number who may visit at any one time to a manageable size and limit the length of the visit to minimize the disruption of classes. Since in most schools the cost of serving refreshments would be prohibitive, you may want to give students some free materials at the time of the tours as a substitute. Sample materials from publishers, occupational materials from the State Employment Service, or rulers and bookcovers which the Armed Services so generously supply could be collected and saved until the opening date.

For Parents and Community

You will want to inform parents and community members of the concepts and purposes of the opening of the Career Information Center. Helping them to understand the intended outcomes for students is probably more important than informing them of the kinds of resources and services which the Center will house, although some would also be interested in this aspect of the facility.

Letters to Parents. You may wish to send letters to parents which explain the goals and objectives of the Center and list the services which it will make available. A one-page letter is more likely to be read than a longer one. Paper of an odd shape or color may pique interest. Write as simply and directly as you can. It might be a good idea to check the understandability of the message by having the letter read by a few typical parents before copies are made. In most cases the cost of mailing the letters would be prohibitive and there would be no guarantee that they would reach parents if they bear the school's return address. Explain the nature of the letter to students when you ask them to deliver them. Many of them will reach home.

Appearances Before Service Clubs and Organizations. If you are the person responsible for the operation of the Career Information Center, seek opportunities to appear as a speaker before local service clubs and organizations. Program chairmen are often eager to secure local speakers, and one appearance could easily lead to another once your availability is known. During such appearances, you could explain and interpret the concepts and purposes of the Center and the intended outcomes for students. You might display some of the materials the Center will make available for teacher use, or, depending on time limits and the interest of your audience, conduct a career lesson or activity. Such appearances might also provide opportunities for recruiting parents and community members who are willing to contribute their skills and services to the resources of the Center.

Using the Public Media. If your school has a public relations officer, consult him, or if there is no public relations officer, consult the principal to learn school policy in relationship to use of the public media. Follow whatever official procedures that have been set up. If school policy permits you to submit news articles directly to the public media, the first step in securing their cooperation is making contact with newspaper editors and radio and television program directors. During the initial contact, usually by phone, you will want to find out what their deadlines are and how they want copy prepared. Select the information you want to dissiminate carefully. Keep in mind that it should be newsworthy. In writing the copy be sure to include: who, what, when, where, why, and if possible, how. Follow the guidelines for the preparation of copy of the particular media for which it is being prepared. Do not expect that everything you submit to the media will be aired or published, but careful preparation should help.

A useful tool in the preparation of news copy is the "Publicity Handbook" published by The Sperry and Hutchinson Company. It is available at no cost to the publicity chairman of any organized club from their Consumer Relations Department, 3003 East Kemper Road, Cincinnati, Ohio 45241.

Newspaper Articles. Articles in the local newspaper or papers which feature the concepts and intended outcomes for students of the CIC could be a means of reaching community members who have no children in school. Several short articles, each concentrating on some aspect of the Center's services, might be more effective than one long article. Every parent and community member may not read every issue of the paper, and there would be the accrued value of repetition for those who read the paper regularly. Make use of pictures featuring students whenever possible.

Radio and Television Coverage. If the community has a radio and/or television station or stations, contact them to find out if information about the Center can be included in their public service announcements or features. Cable TV is also required to give time for public service announcements, and, in some cases, more likely to use live or transcribed interviews, panel discussions, or editorials in support of community programs. In smaller communities radio stations in nearby towns may be willing to give coverage. Television coverage will be difficult to obtain but would be well worth the effort because of the larger number of people it would reach.

Open House for Parents and the Community. One of the advantages of holding an open house for parents and community members would be the opportunity to publicly recognize those among their numbers who had made contributions to the Center. However, consult your administrator and accept his advice about whether or not to hold an open house. His knowledge of the community and past experience with similar events will be invaluable in making the decision. To recognize ten people for their contributions to the Center before a group of six would not be a very gratifying experience for anyone concerned. If your administrator feels that an open house would be well attended, you may want to plan some formal activities such as a welcoming speech by the highest ranking administrator from your school, seating those who have contributed to the Center on the stage or platform, and being generous with praise during their introductions. You might want to distribute the pamphlet, "Career Education: Parental and Community Involvement is the Real Key to Its Success" as guests arrive or leave. It is available through your County Career Education project or the Arizona Department of Education. The formal part of the program should be reasonably brief and you may want to serve refreshments immediately after it. Student aides could conduct small groups who have finished the refreshments on tours of the Center. In this way those who want to leave early may do so without embarrassment, and those who wish to visit the Center, examine materials, and ask questions may have unlimited time to do so. (If attendance is large enough to justify the open house, the Center is probably not large enough to house all the guests at one time).

Public Relations After the Center Has Opened

After you have opened the Center for student use, remove from display all materials which featured the date of opening. Although publicity for the Center should continue, the emphasis needs to shift from knowledge of its existence and location to encouragement in the use of its resources and services.

Teachers

Now the most effective publicity the Center will receive will be the favorable comments of teachers who have made use of the materials in the Center and feel that the outcomes for students justify the special efforts they made to include career education lessons and activities in their regular classroom procedures. For this reason, the person responsible for the Center should be sensitive and responsive to teachers' needs and operate the Center as efficiently as possible.

Advisory Board. If there is an Advisory Board for the Center, teachers should comprise approximately one-third of the membership. Since the faculty whom they represent are the persons who have the greatest potential to facilitate the achievement of the desired outcomes for students, teacher input will be essential to help determine needed improvement and extension of the services of the Center. And as those Advisory Board members who are teachers have successful, satisfying experiences with the use of Center material and activities, they will communicate their favorable attitude toward the Center to other members of the faculty.

Annotated List of Materials and Resources. When you have collected and catalogued most of the materials, distribute an annotated list to teachers. In addition to the descriptions of the materials, include the grade level and subject matter area for which the materials seem best suited. At appropriate intervals distribute supplements to the list.

Teacher Requests for Material. You will want to respond to teachers' requests for material as promptly as possible. If the requested material is in use, notify the teacher of the date and time it will be available, and if the wait will be long, suggest substitute material. If the Center does not have the material, find out if the teacher would use it at a later date if it could be borrowed from your County Career Education Project or ordered. Make all reasonable efforts to secure the material which the teacher requested.

Inform Teachers of the Acquisition of New Materials. When new materials are acquired, inform teachers with a single page or less of description which includes the grade level and subject matter area for which the materials are appropriate. You may now want to add an order form at the bottom of the page or attach an order form even though you have already provided teachers with an adequate supply. Save a copy of the description for use in compiling supplements to the annotated list you have already distributed to teachers.

[illegible] giving prompt attention to teachers' requests for material, you may be having frequent written communication with individual teachers, consider making notepads from excess one page description of new materials. Indirect communication may be effective, also.

In-Service Training for Teachers. If your administrator is enthusiastic about the Center, in-service training might be the best way to acquaint all the teachers with the Center's resources and how to make the best use of them in the classroom.

Follow-up to In-Service Training. You, as operator of the Center, could follow-up any in-service training with individual conferences with teachers. In the conferences, you could emphasize what the teacher is already doing in career education and ask for ways in which you could assist the teacher in overcoming the obstacles faced in implementing career lessons and activities. The reinforcement of a follow-up conference could make the in-service training more effective.

Encourage Teacher Use of the Center's Resources. You may want to make use of informal discussions with teachers to suggest, at appropriate times, the use of the Center materials as partial solutions to some of the problems they encounter in the classroom.

Assist Teachers in the Use of Resources. Giving individual teachers all the assistance they need in their initial use of the Center's resources, will help to insure that their first experiences with Center resources are successful and contribute to the teacher's feeling that the use of the material was worth the effort and time "lost" from the study of regular classroom subject matter.

If Teachers' Use of the Resources is Minimal. You could ask faculty friends to use career lessons or activities in their classes to "get things started." Or offer to "relieve" a teacher of part of an over-sized class for a few days to give him more time to individualize instruction. Plan and conduct a career lesson or activity in the Career Information Center for some of his students. On succeeding days, repeat the lesson for other members of the class until all have participated.

Field Trips. If the Center arranges field trips, furnish the teacher-chaperon with written information about the date of the trip, time of departure and arrival, the name of the person who will conduct the tour, and arrangements for lunches. Depending on the location of the business or industry to be visited, directions for reaching the site and information about parking facilities will also be helpful. After making arrangements for a number of field trips so that you know what kinds of information is most essential to the teacher, you may want to devise a form to simplify the recording of such information.

Speakers. If the Center secures speakers for classrooms or school groups, provide the teacher or group leader with written information which includes the name of the speaker, his title and qualifications, as well as the date and hour of his presentation. If the speaker finds it necessary to change the date or hour of his appearance, consult the teacher before making new arrangements with the speaker. After securing several speakers for groups, you will probably want to devise a form to simplify the mechanics of giving teachers pertinent information about speakers before their appearances.

Recognize Teacher Contributions Publicly. Although teachers have been thanked by personal note for their contributions to the Center, also recognize their contributions verbally at departmental and faculty meetings. You may also want to use articles in the newsletter for your school or local newspapers to call attention to their contributions. While the news articles would take more time to prepare, they would give the Center, as well as the teacher, public recognition.

Students

As with teachers, the best publicity the Center can now receive will be that communicated by satisfied student users to other students. The location of the Center--classroom, library, counselors' waiting room or a facility of its own--will to some extent dictate rules and regulations for its use by students. However, you will want to make the Center, wherever its location, an informal comfortable place with a relaxed atmosphere, but not so permissive a place that it becomes a student lounge. Large numbers of unoccupied students will be a detriment to efficient operation of the Center and having to keep order will distract the person in charge from assisting students who are sincerely seeking guidance in the use of its resources.

Hours the Center is Open. The hours the Center is open should provide some time for student use when classes are not in session--before or after school or during the lunch hour. Prior to the Center's opening both the administration and the faculty will have designated the times and circumstances under which students may leave study halls or regular classes to use the materials in the Center. If passes are to be used, they should have already been distributed to teachers, and the Center will have its own supply. You will need to give the students a little training in how to use them.

Atmosphere of the Center. The location of the Center will have great bearing on its atmosphere, but wherever it is located, you will want to make it as physically attractive as possible. Orderliness and neatness are essential if materials are to be located easily and quickly. Encourage students to return materials to their designated storage place, but if they do not, you, the paraprofessional, or student aides need to return them as soon as possible to insure that they can be found again. Periodic checking to see that materials have been stored in their designated places could prevent the frustration of not being able to find something which you know is someplace in the Center.

Of greatest importance will be the attitudes of the person responsible for the Center, the paraprofessional, and student aides toward the student users. Friendly, warm cooperation in finding the desired materials and assistance to students in checking them out or using them within the Center, will help to make it a place where students feel comfortable. Any rules and regulations for the use of materials should be adhered to strictly. Having materials available or knowing when they will be available is more important, and in the long run, will result in better public relations for the Center, than allowing students to remove materials without following established procedures.

Advisory Board. If there is an Advisory Board, consider including at least one student from each grade served by the Center. Just as faculty Advisory Board members serve as communication links with the teachers they represent, Student Board members will serve as communication links with the student body.

Requests for Materials. Student requests for materials should be handled in the same way as teacher requests. If the Center has the materials but they are checked out, suggest substitutes and notify the student when the originally requested materials are available. If the Center does not have the materials, try to obtain them on loan from your County Career Education Project, or, if possible, order them. Notify the student when they are available. Don't be surprised if the student is no longer interested in them when they arrive. They will probably meet the needs of some other student, and you may have created good will toward the Center through your efforts.

Announce the Acquisition of New Materials. After you have processed new materials for use, announce their availability over the public address system or by whatever means is employed in your school to keep students informed of special events.

Posters, Bulletin Boards, and Displays. Any posters, bulletin boards, or displays which are used to inform students of the Center's resources and services need to be planned to cover, within the school year, all the major kinds of materials and services available. Timeliness in coverage should be considered. The subject or theme of the material presented in the Center should run a little ahead of the time a student is likely to think of the need himself. For example, reminders about choosing a college or applying for apprenticeship training might be featured in the fall, and opportunities to practice for job interviews and assistance in writing resumes might be emphasized in the spring.

Parents and the Community

Parents and community members will more often be concerned with the Center as contributors to its function rather than users of its resources. As tax payers, they will be very interested in whether or not the Center's outcomes for students justify the cost of maintaining it. It might be worthwhile to point out that the contribution of parental and community expertise costs the tax payer nothing, yet it provides a good-sized portion of the Center's services. Parents are nearly always interested in services which aid their children in securing employment after graduation or securing financial aid for post-high school education or training. If the Center offers these services, be sure that parents are aware of it. Employers always seem to want workers to be better qualified, better prepared in the 3R's, and more responsible and reliable. Reference to the Arizona Career Education Matrix might reassure employers that some of the objectives of career education are to fill their needs.

Advisory Board. If there is an Advisory Board for the Career Information Center, you will want to include some parents and community members to act as communication links between the Board and the groups they represent. Parent and community Advisory Board members could be very helpful in interpreting the concepts and purposes of the Center to the community at large.

Publicly Recognize Parent and Community Member Contributions. Be sure to recognize the contributions of parents, individual community members, and community groups or organizations by personal note as well as through the public media--local newspapers, radio, or television, when possible.

Field Trips. You will want to plan field trips to community businesses and industry with care. After the host company has set the date for the tour, provide it with written confirmation concerning the date of the visit, number and grade level of the visitors, hours of arrival and departure, and the name of the teacher-sponsor. Insist that the touring group arrive and leave at the designated times. If unforeseen circumstances prevent prompt arrival, notify the host company. Even if the students and sponsor who make the tour write thank you notes, a note from the operator of the Center will still be in order. If a newspaper article about the tour appears, clip it and include it with the letter of appreciation.

Speakers. When a parent or a community member speaks to classes or school groups, provide him with written confirmation of the date, hour, location, and the nature of his audience several days prior to his appearance. If necessary, include directions for reaching the school and the location of parking facilities. You may also wish to include the brochure, "Some Tips on Speaking to Students," which is available in quantity from your County Career Education Project or the Arizona Department of Education. The brochure contains tips on preparation and presentation of materials to groups of various grade levels and could be of great help to the inexperienced speaker or the speaker who lacks experience talking to a school-aged audience. It is concise and readable and would be more thorough in advising the speaker on "What he should say," than you would be able to tell him either on the telephone or in written communication.

If the speaker will need audio-visual equipment for his presentation, arrange for it to be available when and where he will use it. Meet him or have him met at a designated place. If he brings demonstration material or equipment, provide him with help in carrying it from and back to his car. Point out the location of the teachers' lounge and the rest room, and conduct him to the place where he will speak. If he will be at the school during the lunch hour, invite him to eat in the cafeteria. If he accepts the invitation, accompany him or have him directed to the cafeteria.

Provide the teacher-sponsor with his address, and encourage the students to write him think you notes. A note of appreciation from the Center would also be appropriate. Arrange as much public media coverage of his presentation as is feasible.

As Users of the Center's Resources. Although the number of parent and community users of the Center's resources will be comparatively small--former students, drop-outs, adults new to the community, senior citizens--accord them the same access to materials, assistance, and courtesy as teacher and student users. Perhaps efforts to secure materials for them which the Center does not have should stop short of ordering, especially if it is costly. Often out-of-school users will accept the addresses of places where the materials can be obtained in lieu of the material itself. However, if the same material is requested frequently, the resulting good will toward the Center might justify the expenditure.

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EVALUATION

Among the most common techniques you may use for evaluating education and training programs are: (1) soliciting direct reactions of the participants, including students, educators, parents and community persons; (2) individual and group tests or surveys to measure actual progress and achievements and attitudes in any phase of the program (pre- and post-program testing is an ideal procedure); (3) performance tests or observation of a student actually performing on the job to demonstrate acquired skills (co-op or work programs are examples of places to view acquired skills); (4) comparison or results of new techniques compared to older or traditional methods (requires a control group and knowledge of research skills); (5) observation of career education process and uses of Center to determine visually, orally, and perhaps informally through a feeling for what is heppening as to how effectively goals are being met; (6) tabulation of record of use of materials provided in Center.

In assessing career education services it is critical that you place goal statements in terms which may be evaluated. One way is to adapt them to behavior expectations. You may need to be cautious about attempting to measure such goals as "improved decision making," "work satisfaction," or "personal happiness" which are generally proposed as worthy ends. In order to make an evaluation, your statement might read, "30% of the freshman students will participate in simulated decision making exercises."

Then you may judge or evaluate this activity. Did 30% of the freshman students participate? If yes, you met the goal; if no, you simply didn't do it. For the "work satisfaction" goal, you might state, "The junior year students will make a comparison between personal work values and those in which an interest has been expressed." Your evaluation asks, did it happen? Yes or No. You may question, "Where or how may work values be identified?" An easy way is for you to ask the student, "What is desired from work?" Make a list. Get some feelings into these statements. A more formal work values survey is also available. You have these two sources for viewing work values: (1) Volume II of DOT lists values and interests, and (2) the Sextant Series makes a detailed description of personal qualities including values. After you have students collect personal values data, was a comparison made to available published data about values in work? If yes, then the goal was met.

It is essential that goals which you propose be realistic enough to be met by the program which the Center is capable of providing. Typically in Anglo-Middle class culture, it is expected that goals be set so that we stretch ourselves and reach for something better, higher, than that which we might normally expect to attain. But in this case of career education program goals, if you want to prove that an effective job is being accomplished, only goals which you realistically may meet should be proposed in the first place. Finally, your evaluation will identify those goals which were met and others which were met and others which were perhaps unrealistic and/or unmet.

A goal model is more detailed and encompassing in scope than would be an evaluation instrument. Your goals may be met more easily if an analytical method of reaching an end is used. A model exhibited below is an example. (See following page)

Sub-goals will need to be listed and detailed on separate goal forms. The result, if done properly will detail proposed program. Then you ask in evaluation, "Did it happen?", "How many participated?", and "What did participants say happened?"

In order for you to keep track of the progress of the program, a time line needs to be designed so that at any date an evaluation may be made of stages of completion. This type of evaluation considers stages of program completion, not quality of program. A time line is most helpful in adjusting your rate of program completion in order to reach a goal on time.

Although it is recognized that socio-economic and cultural factors influence student needs and participation in program, the methods of evaluation discussed herein propose no special consideration. Evaluation doesn't have to be complicated but it does need to be done. Evaluation at various program levels may include:

LEVELS	EVALUATION
A	1. Frequency of use (record) 2. Type of use (record) 3. Outcome areas covered (record)
B	1. Pre- and post-tests 2. Attitude surveys 3. Feedback activities (written, interviews, group feedback)
C	1. Internal or external monitoring 2. Analysis of accomplished goals 3. Research on impact of accomplishment of goals

References

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3. Dictionary of Occupational Titles, U.S. Department of Labor, For sale: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 pp. 217-529.

4. Sextant Series, Edwar C. Wilkinson, Editor, ALP Publishing, Inc., Milwaukee, Wisconsin.

5. Work Values Inventory (Grades 7-12, college, adult), Donald E. Super, Houghton Mifflin, 777 California Avenue, Palo Alto, California 94304.

6. Motivation for Career Success Kit, Education Achievement Corporation, Waco, Texas.

7. The Priority Counseling Survey. Educator's Assistance Institute, 2500 Colorado Avenue, Santa Monica, California 90406.

8. SRA Career Awareness Survey. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois.

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Adenda 1

Student Questionnaire on Career Development Services

Introduction: The purpose of this questionnaire is twofold. First, your responses will indicate how much you know about the help you can get in deciding upon a career, answers will give direction to future school activities in career development program.

Directions: Check the answer(s) which is (are) applicable for each of the questions below except question No. 10. Question 10 is purposely open-ended for your suggestions.

1. Indicate your present grade level:

____a) freshman ____b) sophomore ____c) junior ____d) senior

2. Are you aware that your high school has a Career Development Counselor?

____a) Yes ____b) No

3. Which of the following persons is the Career Development Counselor at your school?

____a) Mr. Fithian ____c) Mr. Barham ____e) Mrs. Stephens

____b) Mr. Parks ____d) Miss Hale ____f) Mr. Runion

4. Which of the following materials have you read or used (check each one that applies) through your Career Development Office or Counselor?

____a) Occupational Interest Survey

____b) Job Application Information

____c) Post Graduation Plans

____d) Individual Occupational Appraisal Pattern

____e) Part-Time Job Lists

5. If you read or used any of the above materials, (Question 4), did one or more change your thinking or actions regarding jobs or careers?

____a) Yes ____b) No ____c) Did not use

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6. In which of the following areas have you had contact with or received help from the Career Development Counselor (check each one that applies)?

____a) Career field trips
____b) Career speakers
____c) Career information
____d) Class on careers
____e) Extra-curricular programs
____f) Assembly on careers

7. Did one or more of the above-mentioned contacts change your thinking or action regarding jobs or careers?

____a) Yes ____b) No ____c) No contact with above

8. Which of the following career programs are you aware of (check each one that applies)?

____a) Professional internship
____b) Needle trades
____c) Cosmetology
____d) Business computer education
____e) Apprenticeship

9. Which of the following cooperative on-the-job training programs are you aware of (check each one that applies)?

____a) Diversified cooperative education
____b) Cooperative office education
____c) Cooperative merchandising
____d) Project FEAST
____e) Cooperative health careers
____f) Cooperative child care

10. What suggestions could you make to the Career Development Counselor for future career activities during the coming school year?

Use back of page if necessary.

Adenda 2

Teacher Questionnaire on Career Development Services

1. Have you had any personal contact with the career development counselor during the current school year? ____a)Yes ____b)No

2. In which of the following areas have you received help or materials from the career development counselor (check each one that applies)?

____a. Setting up field trips for students.
____b. Locating resource speakers for the class.
____c. Obtaining materials for the career discussions.
____d. Teaching a class on career possibilities.
____e. Establishing extra-curricular programs.
____f. Receiving occupations information at faculty meetings.
____g. Other: (explain briefly) ________________________________

3. For the activities check above, please describe briefly the help or materials which the career development counselor gave you.

____

____

____

____

4. How would you rate the services which you have received from the career development counselor (check one)? ____Not applicable

___a. excellent ___b. good ___c. average ___d. fair ___e. poor

5. What suggestions could you offer the career development counselor for future career activities during the next school year?

____

____

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Use back of page if necessary.

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